DOCUMENT RESUME

ED 289 938 UD 025 950

TITLE Connecticut Education Evaluation and Remedial Assistance. Grade 6 Mastery Test Results: Summary and Interpretations 1986-87.
INSTITUTION Connecticut State Dept. of Education, Hartford.
PUB DATE 87
NOTE 142p.; For other 1986-87 Mastery Test results, see UD 025 949-951.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Academic Achievement; *Academic Standards; Behavioral Objectives; *Grade 6; Intermediate Grades; Language Arts; *Mastery Tests; Mathematics; Scoring; *Test Construction; Writing Instruction
IDENTIFIERS *Connecticut

ABSTRACT

The central aspect of Connecticut's agenda for educational equity and excellence is the implementation of statewide mastery testing in mathematics and language arts. The program, designed for grades four, six, and eight, assesses the skill levels of students by measuring their performance on learning objectives they should have mastered in lower grades. Student performance also indicates the effectiveness of remedial assistance programs and regular instruction. This report summarizes the development and implementation of the Grade Six Mastery Test. These four steps in the program are discussed: (1) mastery test development; (2) setting mastery standards by objective; (3) test administration and scoring; and (4) school district test results reporting. Statewide mastery test results are given for Fall 1986. Four charts show the percentage of students who achieved mastery for each test objective. The learning objectives, sample score report, and information about the school districts are presented in 11 appendices. (VM)

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CONNECTICUT EDUCATION EVALUATION AND REMEDIAL ASSISTANCE

GRADE 6 MASTERY TEST RESULTS

SUMMARY AND INTERPRETATIONS 1986-87

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GRADE 6 MASTERY TEST RESULTS

SUMMARY AND INTERPRETATIONS: 1986-87

STATE OF CONNECTICUT DEPARTMENT OF EDUCATION

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FOREWORD

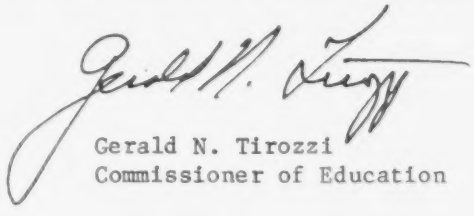
One of my highest priorities and a very central aspect of Connecticut's Challenge: An Agenda for Educational Equity and Excellence is the implementation of the statewide mastery testing program in mathematics and language arts, including listening, reading and writing, for grades four, six, and eight. The testing program is designed to assess specific skill levels of students by measuring performance on various learning objectives that students reasonably can be expected to have mastered by the end of grades three, five, and seven.

The results of the Connecticut Mastery Test are useful in evaluating:

- o individual student performance in mathematics and language arts;
- o the effectiveness of instructional programs in mathematics and language arts; and
- o the effectiveness of the remedial assistance programs in mathematics and language arts.

The Grade Six Connecticut Mastery Test, given for the first time in the fall of 1986, provides valuable educational information which can be used to improve instruction and the basic skills of Connecticut's students. The test results have helped local districts to re-examine curriculum and to identify students who have not mastered certain skills.

I encourage you to carefully review the mastery test results provided at the student, classroom and district levels. The Department is prepared to assist local school districts in the areas of curriculum and professional development.



Gerald N. Tirozzi
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ACKNOWLEDGEMENTS

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Special thanks to:

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LEGISLATIVE BACKGROUND

In June 1984, the General Assembly of the State of Connecticut amended Section 10-14 m-r of the Connecticut General Statutes, an act concerning Education Evaluation and Remedial Assistance (EERA). This law provides that:

- By May 1, 1985, each local or regional board of education shall develop and submit for State Board of Education approval, a new plan of educational evaluation and remedial assistance. Each plan is to address the following:
  - the use of student assessment results for instructional improvement;
  - the identification of individual students in need of remedial assistance in language arts/reading, and mathematics;
  - the provision of remedial assistance to students with identified needs; and
  - the evaluation of the effectiveness of the instructional programs in language arts/reading, and mathematics.
- The State Board of Education shall administer an annual statewide mastery test in language arts/reading, and mathematics to all fourth-, sixth-, and eighth-grade students.
- Each student who scores below the statewide remedial standard on one or more parts of the eighth-grade mastery examination or the ninth grade proficiency test shall be retested. Starting in October 1987, these students shall be retested annually, using the eighth-grade mastery test, only in the deficient area(s) until such students score at or above the statewide remedial standard(s).
- Biennially, each local or regional board of education shall submit to the State Board of Education a report which includes indicators of student achievement and instructional improvement.
- On a regularly scheduled basis, the State Board of Education shall complete field assessments of the implementation of local EERA plans.
- On an annual basis, test results and low income data shall be used to determine the distribution of available state funds to support remedial assistance programs.

The purpose of this report is to summarize the development and implementation of the sixth-grade Connecticut Mastery Test. The mastery test assesses how well each student is performing on those skills identified by content experts and practicing educators as important for students entering sixth grade to have mastered.

OVERVIEW OF THE MASTERY TEST DEVELOPMENT PROCESS

In the spring of 1984, the Connecticut General Assembly amended the Education Evaluation and Remedial Assistance (EERA) legislation to authorize the creation of mastery tests in the basic skill areas of mathematics and language arts, including listening, reading and writing skills. The tests were to be established for grades 4, 6, and 8.

The goals of the mastery testing program are:

- earlier identification of students needing remedial education;
- testing a more comprehensive range of academic skills;
- setting high expectations and standards for student achievement;
- more useful test achievement information about students, schools and districts;
- improved assessment of suitable equal educational opportunities; and
- continual monitoring of students in grades 4, 6, and 8.

The type of test that best addresses these goals is a criterion-referenced test. Criterion-referenced tests are designed to assess the specific skill levels of students. Such tests usually cover relatively small units of content. Their scores have meaning in terms of what the student knows or can do. Test results are used to identify the areas of strengths and weaknesses of each student.

Test Construction

The development of the sixth-grade criterion-referenced mastery test required the formation of seven statewide advisory committees. These included the Mathematics and Language Arts Committees, the Psychometrics Committee, the Bias Committee, the Mastery Test Implementation Advisory Committee, and two standard setting committees, one for mathematics and one for language arts. These committees were comprised of representatives from throughout the state. Members were selected for their area of expertise. Approximately 150 Connecticut educators participated on the mastery test committees which met over 80 times over an 18-month period (see Acknowledgements, p. vii).

Beginning in the spring of 1985, content committees in both language arts and mathematics participated in each stage of the test development process, including assisting the State Department of Education in the selection of the Psychological Corporation as its test contractor. First, the content committees reviewed the curriculum materials prevalent throughout the state and the scope of the national tests in use in Connecticut at the respective grade levels. Additional resources included the Connecticut curriculum guides in mathematics and language arts, developed in 1981, as well as the results of recent Connecticut Assessment of Educational Progress (CAEP) assessments in mathematics and language arts. Next, the committees identified sets of preliminary mathematics and language arts objectives which reflected existing curriculum materials and the goals of the mastery testing program. The content committees defined an objective as an operationalized learning outcome that was fairly narrow and clearly defined.

Four criteria were used in identifying the appropriate learning outcomes or test objectives and in selecting specific test items to be included on the Grade 6 Connecticut Mastery Test. To have been considered for use, test objectives and items must have been:

(1) significant and important;
(2) developmentally appropriate;
(3) reasonable for most students to achieve; and
(4) generally representative of what is taught in Connecticut schools.

Once the objectives were identified, item specifications and/or sample items were written. Item specifications are written descriptions of the types and forms of test items that assess an objective. They also prescribe the types of answer choices that can be used with each item.

After the test specifications were written and agreed upon, the test contractor wrote items and response choices for each of the objectives. The items were then reviewed by the content committees. Items which met the criteria of the test specifications and received the approval of the content committees were considered for the pilot test. Before testing, the Bias Committee reviewed each item for potential adverse discrimination of gender, race or ethnicity in the language or format of the question or response choices. After their review was completed, the pilot test forms were constructed. Over 1600 customized Connecticut items were included in the October 1985 Grade 6 pilot test in language arts and mathematics.

The Psychometrics Committee provided advice concerning other aspects of the pilot test including the sampling design, statistical bias analysis, the design of item specifications, and pilot test administration procedures. The recommendations proposed by the Psychometrics Committee were reviewed and endorsed by the Mastery Test Implementation Advisory Committee.

Pilot Tests

After the items had been reviewed, twelve test forms (six in mathematics, and six in language arts) were piloted for the Grade 6 test. The purpose of several pilot test forms was to ensure that enough test items were included to construct three comparable test forms from the pilot test results.

Over 6,000 Grade 6 students participated in the October 1985 pilot test. In January 1986, the pilot test results were made available to Connecticut State Department of Education (CSDE) staff. The process of selecting items to construct three comparable test forms began by the Bias Committee examining the pilot test statistics of each item for potential bias. As a result, some items were eliminated from the item pool. From the remaining items, test forms were constructed to be equivalent in content and difficulty at both the objective and total test levels.

Once the items were sorted on this basis, the test contractor prepared three complete forms of the mathematics test and two complete forms of the language arts test. These forms were approved by the content committees. Each form was created to be equal in difficulty and test length. A third language arts test will be constructed after a few additional items are piloted as part of a future test administration. The psychometric procedures used to construct these test forms focus primarily on the use of the one-parameter latent trait model.

Survey

In October 1985, a survey of preliminary Grade 6 mastery test objectives were sent to over 4,000 Connecticut educators. The purpose of the survey was to determine (1) the importance of the proposed mathematics and reading/language arts objectives; and (2) whether the objectives were taught prior to the fall of grade 6. Approximately a 45% response rate was achieved which included approximately one-third of the respondents representing urban school districts. Thirty-six of the original thirty-nine objectives were judged to be important learning skills.

Mastery Test Content

Mathematics. The Mathematics Committee recommended a Grade 6 mathematics test that assessed thirty-six (36) specific objectives in four domains: (1) Conceptual Understanding; (2) Computational Skills; (3) Problem Solving/Applications; and (4) Measurement/Geometry. There are four test items per objective for a total of 144 items on the mathematics test. A detailed list of domains and objectives, is given in Appendix A (p. 19).

Language Arts. The Language Arts committee recommended a 112 item Grade 6 language arts test that covers two domains: Reading/Listening, and Writing/Study Skills. The eleven (11) objectives recommended by the Language Arts Committee are presented in Appendix B (p. 23).

The general content of Reading/Listening consisted of narrative, expository, and persuasive passages on a variety of topics measuring a student's ability in: (1) Literal Comprehension; (2) Inferential or Interpretive Comprehension; and (3) Critical or Evaluative Comprehension. Audiotapes were used to assess students' listening comprehension ability in: (1) Literal Comprehension and (2) Inferential and Evaluative Comprehension. The Degrees of Reading Power (DRP) test was also used to assess reading. The DRP test included eleven (11) passages and seventy-seven (77) test items. It was designed to measure a student's ability to understand nonfiction English prose at different levels of reading ability.

The general content area of **Writing/Study Skills** consisted of three components. First, there was a holistic writing sample where writing skills were directly assessed. Each student was asked to write a composition on a designated topic. Writing was then judged on a student's demonstrated ability to convey information in a coherent and organized fashion. Second, the mechanics of good writing, which was defined as (1) Capitalization and Punctuation, (2) Spelling, Homonyms and Abbreviations, (3) Agreement, and (4) Tone was assessed in a multiple choice format. Third, Study Skills were assessed through Locating Information and Notetaking/Outlining. Locating Information, (Schedules, Maps, Index and Reference Use, and Dictionary Meaning) measured a student's ability to find and use information from the sources listed. Notetaking and Outlining tested a student's ability to take notes and report information as well as complete missing outline information. A detailed list of objectives and number of items per objective is given in Appendix B (p. 23).

SETTING MASTERY STANDARDS BY OBJECTIVE

The essence of the Connecticut Mastery Test (CMT) is the establishment of a specific mastery standard that accurately reflects students' knowledge and competency on each objective. The mastery test incorporates appropriate and challenging expectations for Connecticut public school students. The goal of the CMT Program is for each student to achieve mastery of all objectives. The objectives being tested were identified as appropriate and reasonable for students at each of the grades tested. These tests are designed to measure a student's performance against these specific objectives.

The process of establishing the mastery standards by objective used a statistical method that required two decisions to be operationalized. The first decision defined a student who mastered a particular skill as one who had a 95% chance of correctly answering each item within the objective. The second decision was that the specific standard for each objective would identify 99% of the students who mastered the skill. For example, literal reading comprehension is measured by 8 questions. By applying the two decision rules stated above to a binomial distribution table, a student is identified as mastering the skill if he/she gets at least 6 of the 8 items correct.

The mastery standards are as follows:

- In mathematics, for each of the 36 objectives, a student must answer correctly at least 3 out of 4 items.

- In language arts, for the eleven multiple choice objectives with varying numbers of items, a student must answer correctly the following number of items:

	# Items Correct for Mastery
WRITING MECHANICS	
(1) Capitalization & Punctuation	9 out of 12
(2) Spelling	6 out of 8
(3) Agreement	11 out of 15
(4) Tone	3 out of 4
STUDY SKILLS	
(5) Locating Information	9 out of 12
(6) Notetaking and Outlining	3 out of 4
LISTENING COMPREHENSION	
(7) Literal	3 out of 4
(8) Inferential & Evaluative	12 out of 16
READING COMPREHENSION	
(9) Literal	6 out of 8
(10) Inferential	10 out of 14
(11) Evaluative	10 out of 14

No mastery levels were set for the two holistic language arts measures, the Degrees of Reading Power (DRP) test and the Writing Sample, since these measures are not composed of objectives against which mastery could be assessed.

Setting Remedial (Grant) Standards

The Psychometrics Committee also considered alternative ways to set standards for grant and remedial purposes. Section 10-14 m-r of CT General Statutes requires that the Connecticut State Board of Education establish statewide standards for remedial assistance in order to meet two responsibilities:

- to identify and monitor the progress of students in need of remedial assistance in language arts/reading and mathematics as part of the EERA field assessments; and

- to distribute EERA funds based on the number of needy students statewide, as well as for use in the Chapter 2 and Priority School District Grants.

The Psychometrics Committee advised setting the standards by the number of items correct because of important technical considerations in equating test forms. The committee conducted lengthy deliberations over the technical feasibility of establishing standards by the number of objectives passed but felt there were significant obstacles which could not be overcome. Standard-setting committees in mathematics and language arts/reading were convened in March 1986 to determine the grant/remedial standards. The standard-setting committees recommended the following remedial standards:

1. In mathematics, a student who answers fewer than 79 of the 144 items (55%) correctly is required to receive further diagnosis by the local school district and, if necessary, to be provided with remedial assistance.

2. In reading, a student whose Degrees of Reading Power (DRP) unit score is lower than 50 is required to receive further diagnosis and, if necessary, to be provided with remedial assistance.

3. In writing, a student receiving a total holistic score less than 4 is required to receive further diagnosis by the local school district and, if necessary, to be provided with remedial assistance.

The recommendations of the Psychometrics Committee and the Standard-Setting Committees were reviewed by the Mastery Test Implementation Advisory Committee in March 1986. The Mastery Test Implementation Advisory Committee (MTIAC) endorsed the procedures used to establish the remedial standards with the clarification that the remedial standards should be considered broad indicators of student achievement and need. The criterion-referenced test is a valuable diagnostic tool used to help districts identify students in need of remedial assistance, to target State Department of Education resources to those students most in need, and to provide useful information to local school districts for improving their curriculum and instructional programs. The MTIAC felt strongly that the data generated by the State Department of Education should not be used to compare performance among districts.

The mastery and remedial standards were adopted, as recommended, by the State Board of Education on June 4, 1986. For a detailed explanation of the remedial standard-setting process, see Appendix C (p. 25).

TEST ADMINISTRATION AND SCORING

Test sessions were conducted by local school district staff under the supervision of local test coordinators who had been trained by staff of the Department and The Psychological Corporation. A student who took all subtests participated in approximately eight hours of testing.

The Grade 6 Mastery Test schedule allowed for three weeks of testing (including make-ups). This allowed local districts as much latitude as possible in adapting test administration to local conditions, in meeting students' needs, and in accommodating religious holidays that occur during testing. Local plans for administration of the Grade 6 Mastery Test were acceptable if the following guidelines were met for all students:

Testing Guidelines: Grade 6 Connecticut Mastery Test

a) The writing sample MUST occur on Tuesday, September 23, 1986.
b) Other testing must occur sometime between September 22 and October 3, 1986, with make-up testing during the week of October 6-10..
c) All sixth graders in a district must be tested on the same schedule.
d) Testing must occur during the regular school day in a regular classroom setting.
e) No more than two (2) testing sessions may be administered in one day with at least a fifteen minute break between testing sessions (e.g., two a.m. sessions or one a.m. session and one p.m. session).
f) Make-up sessions MUST conclude by Friday, October 10, 1986. Conditions "d" and "e" above must also hold for all make-up sessions.

The Grade 6 Connecticut Mastery Test had eight testing sessions.

- Mathematics I (60 minutes)
- Mathematics II (60 minutes)
- Mathematics III (60 minutes)
- Writing sample (45 minutes)
- Degrees of Reading Power (70 minutes)
- Reading comprehension (60 minutes)
- Listening comprehension (45 minutes)
- Writing mechanics/study skills (60 minutes)

At the conclusion of the make-up testing period, answer booklets were returned to National Computer Systems (NCS) of Iowa City, Iowa for optical scanning and scoring, and then organized in preparation for holistic scoring workshops.

Scoring of the Language Arts and Mathematics Test

The mathematics and language arts multiple-choice tests were machine-scored by NCS. Mathematics scores were reported for the total test as well as for mastery by each objective. Likewise, language arts scores were reported for the total test as well as for mastery of each objective.

Scoring of the Writing Sample

The writing sample was scored by Connecticut elementary teachers using a technique known as the holistic scoring method. Holistic scoring is an impressionistic and quick scoring process that rates written products on the basis of their overall quality. It relies upon the scorers' trained understanding of the general features that determine distinct levels of achievement on a scale appropriate to the group of writing pieces being evaluated.

The major assumption upon which holistic scoring is based is that the quality of a piece of writing should be judged on its overall success as a whole presentation, rather than on the quality of its component parts. Contributing to the rationale underlying holistic scoring is evidence that: (1) no aspect of writing skill can really be judged independently; (2) teachers can recognize and agree upon good writing when they see it regardless of how they describe writing ability; and (3) teachers will rate pieces of writing in much the same way regardless of any discrepant views they might hold about how particular components of writing should be weighed.

The procedure for holistic scoring is specific to the complete set of writing samples on a given topic that a group of scorers have been asked to evaluate. That is, the scoring scale is based on the range of ability reflected in the particular set of writing samples being assessed.

Preparation for scoring. Prior to the training/scoring sessions, a committee consisting of Connecticut State Department of Education (CSDE) consultants, representatives of the language arts committee and other language arts specialists, two Chief Readers and project staff from Measurement Inc. of Durham, North Carolina, met and read a substantial number of essays drawn from the total pool of essays to be scored. Approximately 60 essays were selected to serve as "range-finders" or "marker papers," representing the range of achievement demonstrated in the total set of papers. Copies of those range-finders served as training papers during the scoring workshops which followed. Each range-finder paper was assigned a score according to a four-point scale, where 1 represented a poor paper and 4 represented a superior paper.

Scoring workshops. During the month of November, eight holistic scoring workshops were held in two different locations in the state. Attendance at the grade six scoring workshops totaled 241 teachers. A Chief Reader and two assistants were present at every workshop in addition to representatives of the CSDE. Each workshop consisted of a training session and a scoring session.

The general procedure for a training session is described below.

- Each training paper (range-finder) was studied in turn and trial-scored by all scorers. Scoring judgments were independent, quick, immediate, and were based on the scorer's overall impression of the paper. No fractional points on the score scale (1-4) were permissible.

- After all scorers had scored the first four training papers, their judgments were compared to the score assigned during the range-finding process. Any discrepancies were discussed. Through repeated discussions on succeeding training papers, scorers came to identify and internalize those features of written composition that distinguish the papers along the established range. This "holistic" process obviates the need to articulate explicitly the specific criteria that separate one score point from the next.

- Scorers were "calibrated" by ascertaining that they were making judgments consistent with one another and with the Chief Reader. Discussions about papers continued until agreement was reached on the scores of the training papers.

Once scorers were calibrated, actual scoring of the writing exercises occurred. Each paper was read independently by two different scorers; that is, the second reader did not see the score assigned by the first reader. The Chief Reader was responsible for adjudicating any disagreement of more than one point between the judgments of the two scorers as well as any score in combination with a zero score. In other words, discrepancies of one point between scores (e.g., 4 and 3, 1 and 2, 2 and 3) were acceptable, but larger discrepancies (e.g., 2 and 4, 3 and 1, 1 and 4) had to be resolved by the Chief Reader. Once a paper was assigned two non-discrepant scores, the two scores would be summed to produce the final score for each student. The possible scale of summed scores ranged from a low of 2 to a high of 8.

Understanding the holistic scores. Examples of actual student papers which are representative of the scoring range will assist the reader in understanding the statewide standard set for writing and interpreting the test results. Sample papers representing four different holistic scores are presented in Appendix D (p. 31). Note that the process of summing the scores assigned by the two readers expands the scoring scale to account for "borderline" papers. A paper which receives a 4 from both scorers (for a total score of 8) is likely to be better than a paper to which one reader assigns a 4 and another reader assigns a 3 (for a total score of 7). In addition, it should be emphasized that each of the score points represents a range of student papers--some 4 papers are better than others.

A score of zero (0) was assigned to student papers in certain cases. A score of 0 indicates that a paper is not scorable and, therefore, that the student's writing skills remain to be assessed. The cases in which a score of 0 was assigned were as follows:

- responses merely repeated the assignment;
- illegible responses;
- blank responses;
- responses in languages other than English;
- responses that failed to address the assigned topic in any way; and
- responses that were too brief to score accurately, but which demonstrated no signs of serious writing problems (for example, a response by a student who wrote the essay first on scratch paper and who failed to get very much of it recopied).

Both readers had to agree that a paper deserved a zero before this score was assigned. If the two readers disagreed, the Chief Reader arbitrated the discrepancy. Papers which were assigned a score of zero were not included in summary reports of test results.

Analytic Scoring

All papers receiving holistic scores below the remedial standard also received analytic scoring in five categories (traits): focus, organization, support/ elaboration, mechanics and sentence formation. Analytic scoring is a thorough, trait-by-trait analysis of those components of a writing sample that are considered important to any piece of writing in any context. This scoring procedure can provide a comprehensive picture of a student's writing performance if enough traits are analyzed. It can identify those traits that make a piece of writing effective or ineffective. However, the traits need to be explicit and well defined so that the raters understand and agree upon the basis for making judgments about the writing sample. The analytic rating guide and sample marker papers for the analytic scoring are presented in Appendix E (p. 39).

Scoring of the Degrees of Reading Power (DRP) Test

The scores reported are in DRP unit scores. These scores identify the difficulty or readability level of prose that a student can read with comprehension. This makes it possible to match the difficulty of written materials with student ability. These scores can be better interpreted by referring to the readability levels of some general reading materials as shown below:

- Elementary textbooks (grades 5-7) - 45-65 DRP Units
- Personality Section - teen magazines - 55 DRP Units
- Adolescent fiction - 55 DRP Units

A much more extensive list of reading materials is contained and rated in the booklet Readability Report, Seventh Edition, published by The College Board.

The conversion between DRP unit scores and raw scores can be made from the tabled values in The College Board's Degrees of Reading Power PB Form Series Conversion Tables, effective March, 1985.

SCHOOL DISTRICT TEST RESULTS REPORTING

The CMT school district reports are designed to provide useful and comprehensive test achievement information about students, schools and districts. Four standard test reports are generated to assist teachers, principals, superintendents and parents to understand and use criterion-referenced test results. Appendix F (p. 45) presents samples of the school district and parent/student diagnostic score reports.

FALL 1986 STATEWIDE MASTERY TEST RESULTS

The Grade Six Connecticut Mastery Test provides a comprehensive report card on how students perform on specific skills that Connecticut educators feel are important at the beginning of sixth grade. The mastery test is instructionally useful since it identifies areas of weakness, as well as areas of strength.

Mathematics

In mathematics, sixth graders mastered an average of 23.1 objectives of the 36 tested, or 64.2 percent. The state's goal is that all students master every objective, or 100 percent. Chart 1 (p. 13) illustrates that, statewide, students demonstrated strong scores in the areas of basic facts and simple applications (such as multiplication/division facts and computation with whole numbers and money amounts); problem solving involving graphs, tables, charts; understanding place value and expanded notation; and ordering whole numbers. However, students did not perform as well on items that require higher level thinking -- that is, conceptual and analytical skills (e.g., renaming whole numbers by regrouping; solving problems with extraneous information; estimation and measurement problems; and determining areas and perimeters).

Students also performed poorly on some computational skills such as finding functional parts of whole numbers and computations involving fractions with unlike denominators.

A total of 31 percent of the students mastered 29 or more objectives on the mathematics test, and 2 percent mastered all 36 objectives (see Appendix G, p. 59).

Students getting fewer than 79 questions correct on the 144-question mathematics section (19%) were identified as needing further diagnosis and possible remedial instruction.

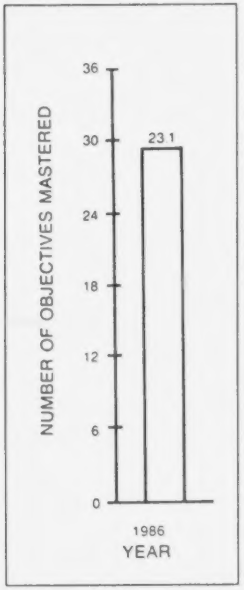
Language Arts

In language arts, sixth grade students averaged 7.5 objectives of the eleven tested, or 68.2 percent. The state's goal is that all students master every objective, or 100 percent. Chart 2 (p. 14) illustrates that while students did reasonably well on writing mechanics and on study skills, significant weaknesses were found in higher order literal, inferential, and evaluative reading comprehension and borderline weaknesses were noted in literal and inferential/evaluative listening comprehension. A total of 49 percent of the students mastered nine or more objectives on the language arts test, which includes writing and reading skills, and 23 percent of the students mastered all eleven objectives (see Appendix G, p. 59).

Chart 1

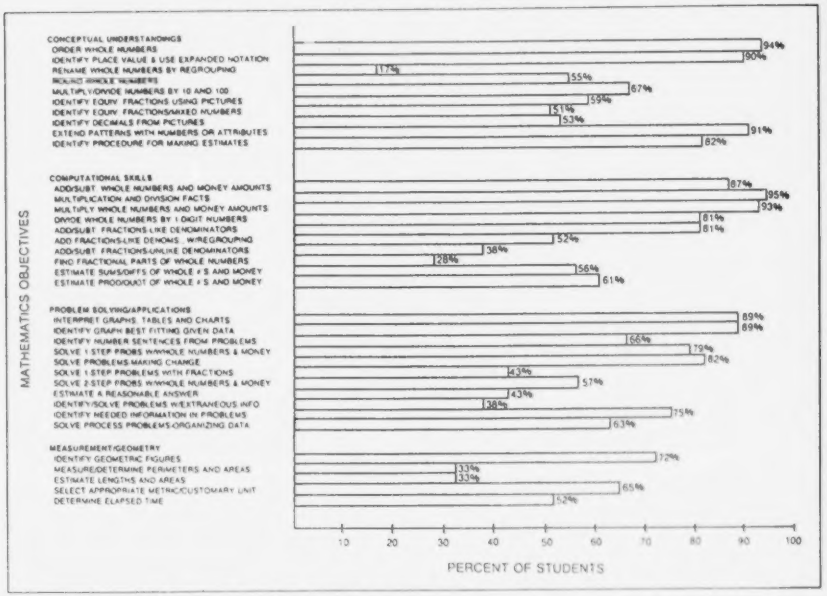
Mathematics: Percent of Students Achieving Mastery For Each Objective

MATHEMATICS:
AVERAGE NUMBER OF
OBJECTIVES MASTERED



This bar chart illustrates the average number of mathematics objectives mastered, statewide.

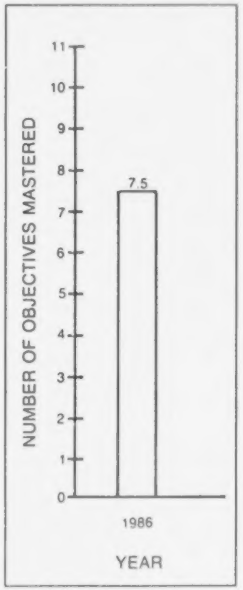
MATHEMATICS: PERCENT OF STUDENTS ACHIEVING MASTERY FOR EACH OBJECTIVE



This bar chart illustrates the percent of students, statewide, who mastered each of the 36 mathematics objectives.

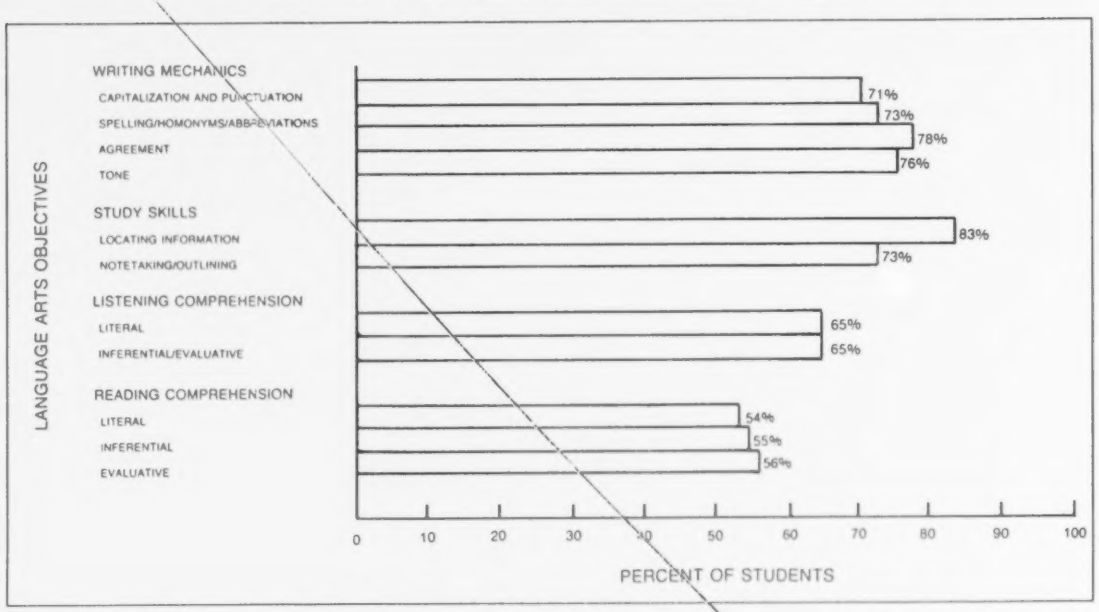
Chart 2
Language Arts: Percent of Students Achieving Mastery For Each Objective

LANGUAGE ARTS:
AVERAGE NUMBER OF
OBJECTIVES MASTERED



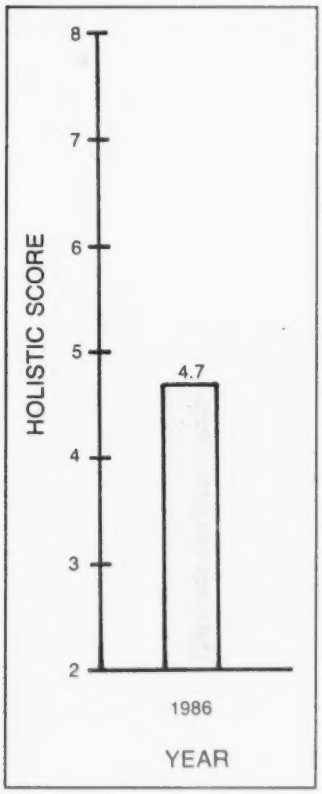
This bar chart illustrates the average number of *language arts objectives* mastered, statewide.

LANGUAGE ARTS: PERCENT OF STUDENTS ACHIEVING MASTERY FOR EACH OBJECTIVE



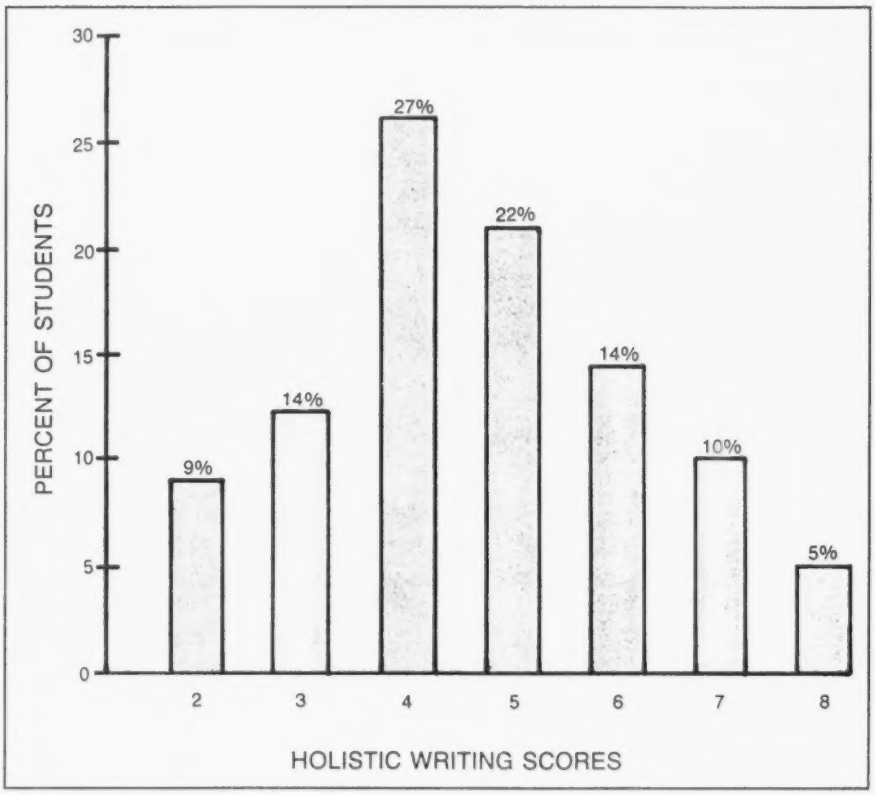
This bar chart illustrates the percent of students, statewide, who mastered each of the *eleven language arts objectives*.

WRITING SAMPLE:
AVERAGE HOLISTIC SCORE



This bar chart illustrates the average *holistic writing score* of students, statewide.

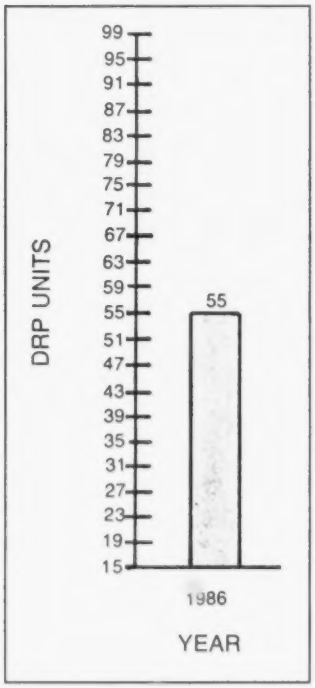
WRITING SAMPLE:
PERCENT OF STUDENTS AT EACH SCORE POINT



This bar chart illustrates the distribution of students who received each *holistic writing score*, statewide. Holistic writing scores are interpreted as follows: a student who scores 7 or 8 has produced a paper which is well written with developed supportive detail; a student who scores 5 or 6 has produced a paper which is generally well organized with supportive detail; a student who scores 4 is minimally proficient; and a student who scores 2 or 3 is in need of further diagnosis and possible remedial assistance.

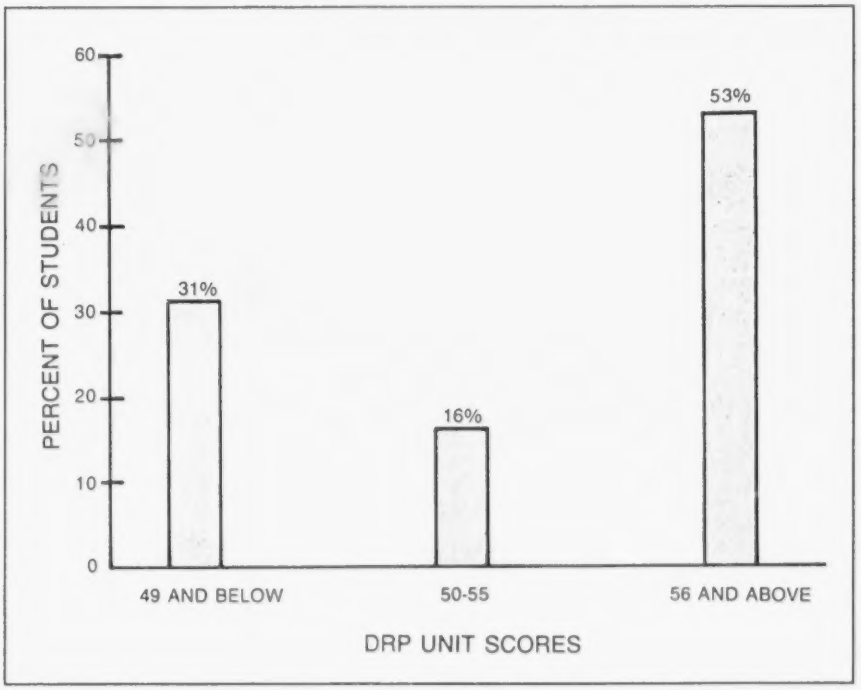
Chart 3
Writing Sample: Percent of Students at Each Score Point

DEGREES OF READING POWER® (DRP)® : AVERAGE DRP UNIT SCORE



This bar chart illustrates the average *DRP unit* score of students, statewide.

DEGREES OF READING POWER® (DRP)® : PERCENT OF STUDENTS AT SELECTED RANGES OF DRP UNIT SCORES



This bar chart illustrates the distribution of students, statewide, scoring in each of three *Degrees of Reading Power* (DRP) score categories. DRP score categories are interpreted as follows: a student who scores 56 DRP units or above can read, with high comprehension, materials which are typically used at grade 6 or above; a student who scores 50-55 DRP units can read, with high comprehension, materials which are typically used below grade 6 but above the Remedial Standard; and a student who scores 49 DRP units or below is in need of further diagnosis and possible remedial assistance.

Chart 4
Degrees of Reading Power (DRP): Percent of Students At Selected Ranges of DRP Unit Scores

In writing, sixth grade students averaged 4.7 points on a scale of 2 through 8. The state's goal is that all students be able to produce an organized, well-supported piece of writing, that is, a score of 7 or 8. Chart 3 (p. 15) illustrates that 15 percent of the students produced an organized, well-supported piece of writing (a 7 or an 8 score), and an additional 36 percent produced a paper which is generally well organized (a 5 or a 6 score). Another large group, 27 percent, scored a 4, which is defined as a "minimally proficient piece of writing." A total of 23 percent of the students scored a 2 or a 3, which is below the remedial standard.

In reading (Degrees of Reading Power Test), sixth grade students averaged 55 units on a scale of 15 through 99. The state's goal is that all students be able to read with high comprehension materials typically used at the sixth grade or above, that is, at least 56 on the scale. Chart 4 (p. 16) illustrates that 53 percent of the students scored at least 56 on the reading section, 16 percent scored between 50 and 55, and 31 percent scored below 50, which is the remedial standard. The average score of 55 suggests that Connecticut sixth graders typically can read, with high comprehension, materials normally used up to grade 6.

Test Results by District

Appendix H (p. 63) and Appendix I (p. 79) present a listing of the mathematics and language arts test results, respectively, for Connecticut school districts. School districts are listed alphabetically, followed by regional school districts. The Type of Community (TOC) designation in the second column indicates the group with which each district or school has been classified. A definition of the TOC classifications is provided in Appendix J (p. 87).

Because the most valid comparisons for district scores are longitudinal within each district, the State Department of Education advises against making school district comparisons. The following caution should also be noted:

- It is not appropriate or meaningful to sum across the different tests and subtests because of differences in test length, mastery, and remedial standards. These comparisons are inappropriate since it is impossible to identify, solely on the basis of the above information, how the average student has performed in the districts being compared. Average scores and standard deviations provide more appropriate comparative information on how well the average student is performing, although many factors may affect the comparability of these statistics as well.

Participation Rate Results

Appendix K (p. 89) presents the number of sixth-grade students in each district and the percents of students who participated in the grade six mastery testing during the Fall 1986 statewide administration. The alphabetical listing of districts provides the following information for each district:

Column 1	The name of the district.
Column 2	The total sixth-grade population at the start of mastery testing.
Column 3	The number of students eligible for testing.
Column 4	The percent of total population exempted from testing.
Columns 5-8	The percent of eligible students tested in each content area.

The results in Appendix K illustrate that participation rates by school district on the sixth-grade CMT were quite high, with only a few exceptions.

APPENDIX A

Grade Six Mathematics Objectives

Grade Six Mathematics Objectives

The 36 objectives of the sixth grade mathematics test are listed below. There are four test items for each objective.

CONCEPTUAL UNDERSTANDINGS (40)

1. Order whole numbers less than one hundred thousand.
2. Identify the value of a digit in whole numbers less than one hundred thousand and rewrite whole numbers using expanded notation.
3. Rename whole numbers by regrouping 1000's, 100's, 10's and 1's.
4. Round whole numbers less than one hundred thousand to the nearest 1000, 100, and 10.
5. Multiply and divide multiples of 10 and 100 by 10 and 100.
6. Identify equivalent fractions and mixed numbers using pictures.
7. Identify equivalent fractions and mixed numbers.
8. Identify decimals (.01 to 2.99) from pictorial representations.
9. Extend patterns involving numbers and attributes.
10. Identify an appropriate procedure for making estimates for whole number computations.

COMPUTATIONAL SKILLS (40)

11. Add and subtract 2-, 3- and 4-digit whole numbers and money amounts less than $100.00.
12. Know multiplication and division facts.
13. Multiply 2- and 3-digit whole numbers and money amounts less than $100.00 by 1-digit numbers.
14. Divide 2- and 3-digit whole numbers by 1-digit numbers
15. Add and subtract fractions and mixed numbers with like denominators (without regrouping mixed numbers).
16. Add fractions and mixed numbers with like denominators involving regrouping improper fractions to whole numbers of mixed numbers.
17. Add and subtract fractions and mixed numbers with unlike denominators (one denominator a factor of the other).
18. Find fractional parts of whole numbers.
19. Estimate sums and differences of whole numbers and money amounts.
20. Estimate products and quotients of whole numbers and money amounts (1-digit factor and 1-digit, whole number divisor).

PROBLEM SOLVING/APPLICATIONS (44)

21. Interpret graphs, tables and charts.
22. Identify the graph that best illustrates given data.
23. Identify number sentences from problems.
24. Solve 1-step problems involving whole numbers and money amounts.
25. Solve problems involving making change.
26. Solve 1-step problems involving fractions.
27. Solve 2-step problems involving whole numbers and money amounts.
28. Estimate a reasonable answer to a given problem.
29. Identify extraneous information in problems and solve problems with extraneous information.
30. Identify needed information in problem situations.
31. Solve process problems involving the organization of data.

MEASUREMENT/GEOMETRY (20)

32. Identify geometric figures.
33. Measure/determine perimeters and areas.
34. Estimate lengths and areas.
35. Select appropriate metric or customary units and measures.
36. Determine elapsed time.

Performance on all 36 math objectives is reported at the student, classroom, school, district and state levels.

(#)Number of items for each content area.

APPENDIX B

Grade Six Language Arts Objectives

Grade Six Language Arts Objectives

There are eleven multiple choice objectives and two holistic measures, one for reading and one for writing, within the sixth grade language arts test.

Writing Mechanics (40)
1. Capitalization and Punctuation (12)
2. Spelling (9)
3. Agreement (15)
4. Tone (4)

Study Skills (16)
5. Locating Information (11)
6. Notetaking and Outlining (5)

Listening Comprehension (20)
7. Literal (6)
8. Inferential & Evaluative (14)

Reading Comprehension (36)
9. Literal (8)
10. Inferential (14)
11. Evaluative (14)

Degrees of Reading Power (77)

Writing Sample (1)
Holistic scoring provided for all students. Analytic scoring provided for students who score below the remedial standard of 4 (on a scale of 2-8).

Performance on all eleven Language Arts objectives, the Degree of Reading Power, and the Writing Sample is reported at the student, classroom, school, district and state levels.

(#) Indicates the number of items for each content area or objective.

APPENDIX C

Remedial (Grant) Standard-Setting Process

Remedial (Grant) Standard-Setting Process

Background

There are several acceptable strategies for setting standards on criterion-referenced tests. Each of the proposed methods has one or more unique characteristics. One common element to the various methods is that they all offer to the individuals who are setting the standards some process which reduces the arbitrariness of the resulting standard. Different methods accomplish this in different ways. All methods systematize the standard-setting process so that the result accurately reflects the collective informed judgment of those setting the standard.

Types of Standard-Setting Methods

Standard-setting methods can generally be categorized into three types: test question review, individual performance review and group performance review. Test question review methods specify a procedure for standard setters to examine each test question and make a judgment about that question. For example, standard setters might be asked to rate the difficulty or the importance of each question. These judgments are then combined mathematically to produce a standard. Individual performance review methods also require standard setters to make judgments, but the judgments are made on the basis of examining data that indicate how well individual students perform on test items. These data may be based on actual pilot test results or projected results using mathematical theories. In this method, additional student information, such as grades, may also be used to inform the standard setters. Group performance review methods provide for judgments to be made based on the performance of a reference group of students. That is, standard setters review the group performance and make a determination where the standard should be set based on the group results.

Selection of a Standard-Setting Method

Several factors affect the choice of a particular standard-setting method. The type of test is one consideration. For example, some methods are only appropriate for multiple choice questions or for single correct answer questions while other methods are more flexible. For example, time constraints are a consideration if student performance data are necessary. In this case, a pilot test must be conducted and the test results must be analyzed prior to setting the standards. Another consideration is the relative importance of the decisions that will be made on the basis of the standard. For example, a classroom test affecting only a few students would not require as stringent a procedure as would a statewide test determining whether a student is allowed to graduate from high school. Other relevant factors include the number of test items, permanence of the standard, purpose of the test, and the extent of available financial and other resources to support the standard-setting process.

On February 4, 1985, the Mastery Test Psychometrics Committee met to consider the issue of standard-setting procedures and voted unanimously to approve the following proposal.

A PROPOSAL FOR SETTING THE REMEDIAL STANDARDS ON THE CONNECTICUT MASTERY TESTS

1. Two standard-setting committees will be created: one for mathematics and one for reading and writing.

2. This description of a minimally proficient student will be given to each of the committees:

> Imagine a student who is just proficient enough in reading, writing, and mathematics to successfully participate in his/her regular sixth-grade coursework.

3.A In mathematics, an adaptation of the Angoff procedure will be used. The committee will be provided with each item appearing on one form of the mathematics test. The committee will be given the following directions:

> Consider a group of 100 of these students who are just proficient enough to be successful in regular sixth-grade coursework. How many of them would be expected to correctly answer each of the questions.

The committee will rate each item. The committee will then be given the opportunity to discuss their rating of each item. Sample pilot data will be presented. Committee members will be given the opportunity to adjust their item ratings. The item ratings will then be averaged in accordance with the Angoff procedure in order to produce a recommended test standard.

3.B In reading, the committee will review and discuss each passage of the Degrees of Reading Power (DRP) test. Student performance data will be presented. The committee will consider the reading difficulty that should be expected of a student at the grade level being tested. The committee members will identify the passage that has the appropriate level of reading difficulty consistent with the above description of a minimally proficient student.

3.C In writing, the committee will read four sample essays. These essays will have been prescored holistically (on a scale from 2 to 8) in order to rank the quality of the essays. Committee members will classify essays into one of three categories: 1) definitely NOT proficient, 2) borderline, and 3) definitely proficient. These classifications will be discussed in light of the holistic scores. The committee will then classify approximately twenty-five additional essays. The essay ratings will be discussed in the same manner as the original four essays. When all essays have been discussed, the essays which fell in the borderline category will be focused upon to determine the standard. The committee will determine where among the borderline essays, the standard should be established.

4. The standards recommended in step 3 will be presented to the Mastery Test Implementation Advisory Committee for discussion and action.

Connecticut's Strategy

Several steps were employed to create an acceptable and valid test standard for Connecticut tests. Initially, a separate standard-setting committee was convened for each test on which standards are to be set. Individuals were chosen to serve as members on the committee on the basis of their familiarity with the area being assessed and the nature of the examinees. One source of such members is the test content committees related to the project. For example, members of the Mathematics Committee were represented on the committee setting standards for the mathematics mastery test.

The actual procedures used to set standards were an adaptation of a method proposed by William Angoff (1970). This test question review method required members of a standard-setting committee to estimate the probability that a question would be correctly answered by examinees who possess no more than the minimally acceptable knowledge or skill in the areas being assessed. Standard setters then reviewed pilot test data for sample items as further evidence of the appropriateness of the judgments being made. The original probability estimates assigned to each test question were reviewed and adjustments made by the standard setters. The final individual item probabilities were summed to yield a suggested test standard for each member of the committee. The suggested standards were averaged across members of the committee to produce the recommended test standard.

The recommended test standard was presented to the Mastery Test Implementation Advisory Committee and the State Board of Education.

In mid-March, Mathematics and Language Arts Standard-Setting Committees met to set the remedial standards for the grade 6 mastery test. The following information summarized the results of the standard-setting activities conducted by CSDE staff:

I. Mathematics (144 item test)

Using the procedures previously outlined, the standard setters rated each item and considered the pilot data. Committee members discussed items and were given the opportunity to adjust their initial ratings. The final ratings were averaged to produce a remedial standard. It is recommended that a raw score of 79 be the remedial mathematics standard. Below is a summary of the ratings.

Procedure	# Judges	Range %	Mean % Correct	Raw Score
Angoff	20	35-62	55	79

II. Reading (Degrees of Reading Power, 77 item test)

Standard setters used two procedures to establish a remedial reading standard. First, they examined the passages in the Degrees of Reading Power (DRP) test, asking themselves which passage is too difficult for the student who is just proficient enough to successfully participate in sixth-grade coursework. Discussion occurred throughout this selection process.

Second, they examined textbooks which are typically used in grades 3 and 4 and selected those textbooks which a minimally proficient student would not be expected to read in order to successfully participate in sixth-grade coursework. Discussion occurred throughout this selection process.

The average readability values of the selected passages and textbooks and the pilot test data were then revealed to the standard setters. The standard setters discussed the readability values and the pilot test data and recommended the DRP unit score of 50 as the remedial standard. This standard was accepted by the State Board of Education at the 75% comprehension level. Below is a summary of the ratings.

Procedure	# Judges	Readability Range	Recommended Remedial Standard
A. Test Passage Review	25	49-56 DRP Units	50 DRP Units
B. Textbook Review	25	47-59 DRP Units	

III. Writing (45 minute writing sample)

Using the procedure previously outlined, standard setters read and rated 21 essays written to a narrative prompt and 21 essays written to an expository prompt. After discussions and final ratings, the holistic scores for the papers were revealed to the group. The committee then discussed the appropriate remedial writing standard in light of the degree to which their ratings matched the holistic scores. It was the recommendation of the committee that holistic writing score of 4 be used as the remedial writing standard. Below is a summary of the ratings.

NARRATIVE PROMPT

Rating After Discussion

Holistic Score	Definitely NOT Proficient	Borderline	Definitely Proficient
2	100%	0%	0%
3	72%	0%	28%
4	9%	0%	91%
5	0%	0%	100%
6	4%	0%	96%
7	1%	0%	99%
8	0%	0%	100%

EXPOSITORY PROMPT

Rating After Discussion

Holistic Score	Definitely NOT Proficient	Borderline	Definitely Proficient
2	100%	0%	0%
3	100%	0%	0%
4	16%	0%	84%
5	6%	0%	94%
6	0%	0%	100%
7	0%	0%	100%
8	0%	0%	100%

LANGUAGE ARTS STANDARD-SETTING COMMITTEE

Cheryl Anderson, Thompson Public Schools
Roberta Bellows, Trumbull Public Schools
Joseph Bibbo, Stonington Public Schools
Dell Britt, Newtown Public Schools
Eileen Brunt, Region School District No. 7
Evelyn Burnham, Region School District No. 7
Dorothy French, Litchfield Public Schools
Marguerite Fuller, Bridgeport Public Schools
Nina Grecenko, Newtown Public Schools
John Hennelly, Old Saybrook Public Schools
David Johnson, Thompson Public Schools
Jean Klein, Newtown Public Schools
Angela Kiss, Windham Public Schools
Christopher Kotsaftis, Litchfield Public Schools
Addie Lindsey, Bridgeport Public Schools
Ethan Margolis, Stamford Public Schools
Dick Nelson, Old Saybrook Public Schools
Bruce Olean, Stonington Public Schools
Anne Stasiewski, Norwalk Public Schools
Marcia Van Hise, Trumbull Public Schools
Deborah Wallerstein, Norwalk Public Schools
Susan Webb, Windham Public Schools
Mary Wilson, Hartford Public Schools
Robert Kinder, CT State Department of Education
Mary Weinland, CT State Department of Education

MATHEMATICS STANDARD-SETTING COMMITTEE

Pat Banning, Windham Public Schools
Barbara Bioty, Windham Public Schools
Mitchell Chester, Farmington Public Schools
Jo Anne Davidson, Westport Public Schools
Coretta Dean, Bridgeport Public Schools
Karol DeFalco, New Haven Public Schools
Robert Dingee, Norwalk Public Schools
Ralph Esposito, New Haven Public Schools
Peter Lovely, Bloomfield Public Schools
Ellen Morse, Manchester Public Schools
John O'Neal, Farmington Public Schools
Marilyn Parker, Manchester Public Schools
Scarlett Pipkin, Bridgeport Public Schools
Arlene Schaffer, Ashford Public Schools
Jo Shay, Westport Public Schools
Martha Strickland, Middletown Public Schools
Sylvia Webb, Middletown Public Schools
Joan Webster, Norwalk Public Schools
Steve Leinwand, CT State Department of Education
Betsy Carter, CT State Department of Education

APPENDIX D

Marker Papers for Holistic Scoring

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 31605

9

If I could live any where I would pick Alaby. My father was born three and I have been three four times with my mother, my father, and my sister.

It is very nice there. It is very hot. about 102 degrees. Some times it rains and sometimes it doesn't.

I would like to live there because my grandmother and grandfather live there and because it is a very beautiful place.

By

Score Point: 1

This response is sparse, with few details and no elaboration.

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE

3

I would like to live in the forest. Because I love to hunt. any day I hope to be a green baret. but before. Then. I hope to go to school. and if I'm lucky I'll go to colly four two years and be coun a green baret.

Score Point: 1

This paper is sparse and has a weak organization. There is little tying together of ideas and the progression is unclear.

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3 1 6 0 2

8

I would like to stay where I'm at
It's quit around here. I'm near some of my friends
It's really beautiful in the summer. And nice white snow
cover the ground in winter. And my sister and I make a
snowman. In the fall the leaves fall and cover the
ground. My sister and I make a big pile and jump in
them. If I did move to a different state I'll
miss all of that because I was born in
town. And I'm a child

By:

Score Point: 2

This paper has several reasons with extension on the "snow" and "leaves" ideas. More elaboration is needed for a higher score.

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3 1 5 9 7

2

I wish I lived in New York.
It would be cold. You would
have to have a fire in the winter
The leaves change color. There will
be alot of traffic. The ponds will
turn to thick ice. I would like
to live there because you can
go hunting for deer. And go to
the dumps and see bear. You could
go fishing in the ponds. You
can see baseball games. Plus
you can see basketball games,
And hokey games. Some of my friends
live there. You can get better
clothes. You can meet famous
people. And go swimming at the
beaches. Plus they have big waves
that you can jump into.
The End.

Score Point: 2

This writer lists several specific reasons with slight elaboration on the "cold" and "swimming" ideas. More elaboration is needed for a higher score.

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 40

6.

My Very Own Island

When I am sixteen years old it will include my very own island. It is the most beautiful place in the whole world. I have to be sixteen years old because it will be so cool. I can't wait.

The island has the tallest palm trees in the world. Every one has a coconuts on them. When it go it will most be upset to be the best beach in the whole world. The beach has the softest, whitest sand around.

It will not have disgusting food either. It will have a hundred year supply of food. Every single kind of food. It will have the best and the worst food.

It will live in a mansion and go to the best school. It will have a butler and a maid. I can't wait.

The best thing though is that I get to pick who I want them with me. It won't be mom's

The

End

Score Point: 2

This paper is organized and presents a number of reasons, but the supporting detail is vague. More elaboration and specificity are needed for a higher score.

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE

10

My Favorite Place I Want to Live

My favorite place I want to live is Italy. I want to live in Italy because I want to see what it is like. I am part Italian too. I want to live in Italy because I want to live in different places and I have nice relatives there too. There rich too, I think.

When I get to Italy I will go to college there. I will learn how to be a teacher. My second career I will learn how to be an engineer. I hope colleges over there are not expensive. I hope too if they pay teachers alot of money. My first car will be a sports car.

Italy will be exciting and nice. My neighborhood will be nice. I will live in a small village and in the hills. I will teach the children there how to read. I will also fix cars that are not working. I will own two cars. I will live in a small home. I will marry a lovely woman and have 2 children. I will live in a two story hut. It will have 7 bedrooms, a kitchen, a living room, a dining room and a bathroom.

I will be able to speak American and Italian. My wife will teach me and our children Italian. I will teach my wife and our children American. I want 2 boys or 2 girls. We will hope to have a maid to help around the house. We will also have a garden. We will grow many vegetables. I will try to raise money to build a Christian church if there is not one. I will build a small army of about 7 men and a tank to guard the village from Lebanons.

By

Score Point: 3

This paper is organized and controlled. There is some elaboration but development is uneven and the paper does not read smoothly.

CONNECTICUT MASTERY TEST GRADE 5 WRITING SAMPLE

7

I went to live in a
quiet little village and
in the village with my wife
and child. I wanted to live
natural life so we lived
a simple house near a
lake we used wood from beautiful
green leaf plants for the
oven and we simple furniture
out of bamboo. For food we ate
fish, coconut fruits and pine-
apples. We drank coconut
milk and lake water from
a stream nearby. We didn't
have any electric power to
watch T.V. so we had fun
entertainment. There are many
bugs on this island we don't like
the most. We also hated
this place because it was ugly
beautiful land also quiet. There
wasn't traffic cars to pollute
the air and there wasn't a lot
of noise it was peace and
quiet. After a year we
moved to city of the Bahamas

7

and lived. It wasn't that
quiet and it wasn't that
noisy but it was a place
that you can call home
sweet home.

The End

Score Point: 3

This paper is organized and controlled. The writer provides elaboration around the "natural" theme.

SET C

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 7/6

Score Point: 3 1

This paper is organized and controlled. The "fruit," "house," and "soccer" ideas are elaborated but listy. More development would contribute to a higher score.

I want to live in Italy. It has many fruits growing there. The Italians grow oranges, lemons, limes, apples, bananas and other good fruits in the warm climate.

I would have a very large farm and grow all kinds of citrus fruits. My wife and children would help pick the fruits when they were ready.

I'd build a big house. I would have a huge yard and an indoor swimming pool. I would let my dog go in the pool wherever she wanted. I would take my dog and my kids to come through the huge yard. We would play games in the field.

The main reason I picked Italy is because I want to play Soccer. I am very good at Soccer. I score about twenty goals a year. I want to score many goals for the Italian Soccer team.

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3/6/3

Score Point: 3 4

This paper has numerous descriptive details but is somewhat listy. The elaboration of the "Miami Dolphins" idea contributes to achieving a score "3."

I would like to live in Miami, Florida. It is a beautiful place to live. I will never be bored. There will be lots of stuff to do there. I will go swimming and Golfing and many other stuff. There will be times when I can't do alot of stuff but until then, I will have the time of my life. I will go see animals and go to the Miami Dolphins game. It will be fun. I will have front row seats and get Dan Marino's picture taken with me. Then I will go back home and get a nice warm bath then go to bed. And the next day I will get room service and tell them to bring up a nice hot meal. After I get breakfast done with I will play some video games and stay there for about an hour. Then I will try and win some stuffed animals for my mother and get a shirt for my father. My brothers could take care of themselves. After that I will get some lunch on the way back to home and I will be set the rest of the day and get lots of sleep.

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3 2 0 0 4

5

If I had the choice of living anywhere in the world that I wanted to live it would probably be the country of Israel. It is a very small country in the middle east and is about as big as New York State. It is a very hot country and is filled with lots of dry, desert land. Israel is a great place for farming. Most of the fruits in the supermarkets today are shipped from Israel. The capital of Israel is Jerusalem. Not a lot of farming is done there because alot of Jerusalem is city.

I would want to live in Israel so I could learn more about Judaism. I already know alot about Jewish people and the Jewish holidays because I've been going to Hebrew School since kindergarden. The synagouge I go to is on Brook Street in Middletown. Recently in Hebrew school I've been learning the language. I already know the alphabet and some words. If I went to Israel I'd study really hard so that when I got there I would be able to talk to people in Hebrew. Most of the people in Israel talk only Hebrew. If I went to Israel I'd want to live on a →

colony. I don't know what it really is but this is how it's pronounced. (cabutz) On a colony adults and children work and in return they have it may sound funny but the people that live there get T.V.'s, electricity, phones, furniture, money to get clothes, water, ... ect. While the parents sit in a hard days work by planting and growing foods for the colony the children go to schools. The parents don't just plant they also build things and do repairs.

I think Israel would be a fun and interesting place to live and I hope I visit there some day.

Score Point: 4

This response is well developed and elaborated. It has specific details and strong linking. The paper is unified, organized, and controlled.

APPENDIX E

Analytic Rating Guide and Marker Papers for Analytic Scoring

GRADE SIX ANALYTIC RATING GUIDE

FOCUS: How effectively does the writer unify the paper by a dominant topic?

1 = switches and/or drifts frequently from the dominant topic
2 = switches and/or drifts somewhat from the dominant topic
3 = stays on topic throughout the response

ORGANIZATION: Is there a plan that clearly governs the sequence from the beginning to the end of the response and is the plan effectively signaled?

1 = no discernible plan
2 = inferable plan and/or discernible sequence; some signals may be present
3 = controlled, logical sequence with a clear plan

SUPPORT/ELABORATION: To what extent is the narrative developed by details that describe and explain the narrative elements (character, action, and setting)?

1 = vague or sketchy details that add little to the clarity of the response or specific details but too few to be called list-like
2 = details that are clear and specific but are list-like, or uneven, or not developed
3 = well-developed details that enhance the clarity of the response

SENTENCE FORMATION: Are sentences correctly formed?

1 = many run-ons, "on-and-ons," fragments, and/or awkward constructions--may cause confusion
2 = some run-ons, "on-and-ons," fragments, and/or awkward constructions--may cause confusion
3 = few errors and/or awkward constructions--no confusion

MECHANICS: To what extent does the student use the conventions of standard written English (e.g. spelling, usage, capitalization, punctuation)?

1 = many errors
2 = some errors
3 = few errors

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3 1 6 3 1

#2

I would like to live in Connecticut cause there are lots of jobs I'll ave a job at a icecream shop on Main Street Middletown, In Connecticut my family lives there. I would never leave my family. Connecticut is the best place to live to me and my family.

Analytic Score Points

Focus: 3

Organization: 1

Support/Elaboration: 1

Sentence Formation: 3

Mechanics: 2

Analytics Set 1

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3 1 6 1 5

AS1 - #1

I would like to live on Island like Aruba. Have eyeshere. But have lots ofe openings. I want to live on the island because I like to be left alone. All Prime 7 people charge. All is one of them. You don't have to pay a lot of or no pay things. And that why I want to live there

Analytic Score Points

Focus: 3

Organization: 2

Support/Elaboration: 1

Sentence Formation: 1

Mechanics: 1

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3 1 6 0 0

#5

I would like to live in S.C. becuse in the winter it is not that cold and in the summer it is very Hot. I would like to live in S.C. becuse it is out in the country with lots of tree. But one part of living in S.C. is that I would have to make new Best freinds S.C is nice. Becuse it is so quit.

Analytic Score Points

Focus: 3

Organization: 1

Support/Elaboration: 1

Sentence Formation: 3

Mechanics: 1

by Lauri Hecht

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3 1 5 9 0

Beverly Hills

If I could live any place in the world I would live in Beverly Hills. So I could sit in the sun all day, swim all day, see beatifull houses, cars, trees. Sometimes I would probly sleep all day because it is very quiet there. Meet movie stars, and ride around in a limosene.

Analytic Score Points

Focus: 3

Organization: 1

Support/Elaboration: 1

Sentence Formation: 2

Mechanics: 2

The End

CONNECTICUT MASTERY TEST GRADE 6 WRITING SAMPLE 3 1 5 9 3

Watchalee

Watchalee is a place were is found on the moon. People thid there is no place like Watchalee. But there is! It is inside the moon were nobody can find it. I would like to go there to live. The aliens there are very friendly. Thats how they talk. Now what we saying they are very nice people. But when it comes to save their city they use jit-packs with laser guns To stop the bad Zaza Zap! The aliens look like giant tree with arms and feet. Also they have own food. Thats why I want to live there.

The End

by

Analytic Score Points

Focus: 3

Organization: 2

Support/Elaboration: 2

Sentence Formation: 3

Mechanics: 1

APPENDIX F

Sample Grade Six Mastery Test Score Reports

- o Class Diagnostic Report
  - Mathematics
- o School by Class Report
  - Mathematics
- o District by School Report
  - Mathematics
- o Class Diagnostic Report
  - Language Arts
- o School by Class Report
  - Language Arts
- o District by School Report
  - Language Arts
- o Parent/Student Diagnostic Report

CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

MATHEMATICS PART 1 OF 2

GRADE 6 FORM A

PAGE

TESTING DATE:
NUMBER OF STUDENTS TESTED:

NUMBER OF STUDENTS NEEDING FURTHER DIAGNOSIS IN MATHEMATICS:

MATHEMATICS OBJECTIVES TESTED	MASTERY CRITERIA # OF ITEMS CORRECT	NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE		
		CLASS	SCHOOL	DISTRICT
		# / %	# / %	# / %
CONCEPTUAL UNDERSTANDINGS				
1. ORDER WHOLE NUMBERS	3 OF 4			
2. IDENTIFY PLACE VALUE & USE EXPANDED NOTATION	3 OF 4			
3. RENAME WHOLE NUMBERS BY REGROUPING	3 OF 4			
4. ROUND WHOLE NUMBERS	3 OF 4			
5. MULTIPLY/DIVIDE NUMBERS BY 10 AND 100	3 OF 4			
6. IDENTIFY EQUIV. FRACTIONS USING PICTURES	3 OF 4			
7. IDENTIFY EQUIV. FRACTIONS/MIXED NUMBERS	3 OF 4			
8. IDENTIFY DECIMALS FROM PICTURES	3 OF 4			
9. EXTEND PATTERNS WITH NUMBERS OR ATTRIBUTES	3 OF 4			
10. IDENTIFY PROCEDURE FOR MAKING ESTIMATES	3 OF 4			
COMPUTATIONAL SKILLS				
11. ADD/SUBT. WHOLE NUMBERS AND MONEY AMOUNTS	3 OF 4			
12. MULTIPLICATION AND DIVISION FACTS	3 OF 4			
13. MULTIPLY WHOLE NUMBERS AND MONEY AMOUNTS	3 OF 4			
14. DIVIDE WHOLE NUMBERS BY 1-DIGIT NUMBERS	3 OF 4			
15. ADD/SUBT. FRACTIONS - LIKE DENOMINATORS	3 OF 4			
16. ADD FRACTIONS - LIKE DENOMS., W/REGROUPING	3 OF 4			
17. ADD/SUBT. FRACTIONS - UNLIKE DENOMINATORS	3 OF 4			
18. FIND FRACTIONAL PARTS OF WHOLE NUMBERS	3 OF 4			
19. ESTIMATE SUMS/DIFFS OF WHOLE #'S AND MONEY	3 OF 4			
20. ESTIMATE PROD/QUOT OF WHOLE #'S AND MONEY	3 OF 4			

SEE MATHEMATICS PART 2 FOR OBJECTIVES 21-36 AND SUMMARY TOTALS.

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CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

MATHEMATICS PART 2 OF 2

GRADE 6 FORM A

PAGE

TESTING DATE:
NUMBER OF STUDENTS TESTED:

NUMBER OF STUDENTS NEEDING FURTHER DIAGNOSIS IN MATHEMATICS:

MATHEMATICS OBJECTIVES TESTED	MASTERY CRITERIA # OF ITEMS CORRECT	NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE		
		CLASS	SCHOOL	DISTRICT
		# / %	# / %	# / %
PROBLEM SOLVING/APPLICATIONS				
21. INTERPRET GRAPHS, TABLES AND CHARTS	3 OF 4			
22. IDENTIFY GRAPH BEST FITTING GIVEN DATA	3 OF 4			
23. IDENTIFY NUMBER SENTENCES FROM PROBLEMS	3 OF 4			
24. SOLVE 1-STEP PROBS W/WHOLE NUMBERS & MONEY	3 OF 4			
25. SOLVE PROBLEMS - MAKING CHANGE	3 OF 4			
26. SOLVE 1-STEP PROBLEMS WITH FRACTIONS	3 OF 4			
27. SOLVE 2-STEP PROBS W/WHOLE NUMBERS & MONEY	3 OF 4			
28. ESTIMATE A REASONABLE ANSWER	3 OF 4			
29. IDENTIFY/SOLVE PROBLEMS W/EXTRANEOUS INFO.	3 OF 4			
30. IDENTIFY NEEDED INFORMATION IN PROBLEMS	3 OF 4			
31. SOLVE PROCESS PROBLEMS - ORGANIZING DATA	3 OF 4			
MEASUREMENT/GEOMETRY				
32. IDENTIFY GEOMETRIC FIGURES	3 OF 4			
33. MEASURE/DETERMINE PERIMETERS AND AREAS	3 OF 4			
34. ESTIMATE LENGTHS AND AREAS	3 OF 4			
35. SELECT APPROPRIATE METRIC/CUSTOMARY UNIT	3 OF 4			
36. DETERMINE ELAPSED TIME	3 OF 4			
TOTAL NUMBER OF OBJECTIVES MASTERED				AVERAGE # OF OBJECTIVES MASTERED
		NUMBER OF ITEMS CORRECT		NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARD
MATHEMATICS REMEDIAL STANDARD	79 OF 144 ITEMS CORR			

*INDICATES A SCORE BELOW THE REMEDIAL STANDARD. THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS.

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CONNECTICUT MASTERY TESTING PROGRAM

SCHOOL BY CLASS REPORT

MATHEMATICS PART 1 OF 2

GRADE 6 FORM A

PAGE

TESTING DATE:

SCORES INDICATE NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

NUMBER OF STUDENTS TESTED											SCHOOL	DISTRICT
MATHEMATICS OBJECTIVES TESTED	MASTERY CRITERIA	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	# / %
CONCEPTUAL UNDERSTANDINGS												
1. ORDER WHOLE NUMBERS	3 OF 4											
2. IDENTIFY PLACE VALUE & USE EXPANDED NOTATION	3 OF 4											
3. RENAME WHOLE NUMBERS BY REGROUPING	3 OF 4											
4. ROUND WHOLE NUMBERS	3 OF 4											
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6. IDENTIFY EQUIV. FRACTIONS USING PICTURES	3 OF 4											
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COMPUTATIONAL SKILLS												
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17. ADD/SUBT. FRACTIONS - UNLIKE DENOMINATORS	3 OF 4											
18. FIND FRACTIONAL PARTS OF WHOLE NUMBERS	3 OF 4											
19. ESTIMATE SUMS/DIFFS OF WHOLE #'S AND MONEY	3 OF 4											
20. ESTIMATE PROD/QUOT OF WHOLE #'S AND MONEY	3 OF 4											

SEE MATHEMATICS PART 2 FOR OBJECTIVES 21-36 AND SUMMARY TOTALS.

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SCHOOL BY CLASS REPORT

MATHEMATICS PART 2 OF 2

GRADE 6 FORM A

PAGE

TESTING DATE:

SCORES INDICATE NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

NUMBER OF STUDENTS TESTED											SCHOOL	DISTRICT
MATHEMATICS OBJECTIVES TESTED	MASTERY CRITERIA	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	# / %
PROBLEM SOLVING/APPLICATIONS												
21. INTERPRET GRAPHS, TABLES AND CHARTS	3 OF 4											
22. IDENTIFY GRAPH BEST FITTING GIVEN DATA	3 OF 4											
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MEASUREMENT/GEOMETRY												
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33. MEASURE/DETERMINE PERIMETERS AND AREAS	3 OF 4											
34. ESTIMATE LENGTHS AND AREAS	3 OF 4											
35. SELECT APPROPRIATE METRIC/CUSTOMARY UNIT	3 OF 4											
36. DETERMINE ELAPSED TIME	3 OF 4											
AVERAGE NUMBER OF OBJECTIVES MASTERED												
NUMBER/PERCENT OF STUDENTS BELOW THE REMEDIAL STANDARD*												

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CONNECTICUT MASTERY TESTING PROGRAM

DISTRICT BY SCHOOL REPORT

MATHEMATICS PART 1 OF 2

GRADE 6 FORM A

PAGE

TESTING DATE:

SCORES INDICATE NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

NUMBER OF STUDENTS TESTED											DISTRICT	
MATHEMATICS OBJECTIVES TESTED	MASTERY CRITERIA	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	
CONCEPTUAL UNDERSTANDINGS												
1. ORDER WHOLE NUMBERS	3 OF 4											
2. IDENTIFY PLACE VALUE & USE EXPANDED NOTATION	3 OF 4											
3. RENAME WHOLE NUMBERS BY REGROUPING	3 OF 4											
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20. ESTIMATE PROD/QUOT OF WHOLE #'S AND MONEY	3 OF 4											

SEE MATHEMATICS PART 2 FOR OBJECTIVES 21-36 AND SUMMARY TOTALS.

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DISTRICT BY SCHOOL REPORT

MATHEMATICS PART 2 OF 2

GRADE 6 FORM A

PAGE

TESTING DATE:

SCORES INDICATE NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

											DISTRICT	
NUMBER OF STUDENTS TESTED												
MATHEMATICS OBJECTIVES TESTED	MASTERY CRITERIA	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	
PROBLEM SOLVING/APPLICATIONS												
21. INTERPRET GRAPHS, TABLES AND CHARTS	3 OF 4											
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36. DETERMINE ELAPSED TIME	3 OF 4											
AVERAGE NUMBER OF OBJECTIVES MASTERED												
NUMBER/PERCENT OF STUDENTS BELOW THE REMEDIAL STANDARD*												

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CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

LANGUAGE ARTS

GRADE 6 FORM A

PAGE

TESTING DATE:
NUMBER OF STUDENTS TESTED:

NUMBER OF STUDENTS NEEDING FURTHER DIAGNOSIS
IN WRITING:
IN READING:

LANGUAGE ARTS OBJECTIVES TESTED	MASTERY CRITERIA # OF ITEMS CORRECT	NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE		
		CLASS	SCHOOL	DISTRICT
		# / %	# / %	# / %
WRITING MECHANICS				
1. CAPITALIZATION AND PUNCTUATION	9 OF 12			
2. SPELLING (WORDS, HOMONYMS, AND ABBREVIATIONS)	7 OF 9			
3. AGREEMENT (VERB TENSE, SUBJECT/VERB AND PRONOUN REFERENT)	11 OF 15			
4. TONE	3 OF 4			
STUDY SKILLS				
5. LOCATING INFORMATION	8 OF 11			
6. NOTETAKING AND OUTLINING	3 OF 5			
LISTENING COMPREHENSION				
7. LITERAL	4 OF 6			
8. INFERENTIAL & EVALUATIVE	10 OF 14			
READING COMPREHENSION				
9. LITERAL	6 OF 8			
10. INFERENTIAL	10 OF 14			
11. EVALUATIVE	10 OF 14			
TOTAL NUMBER OF OBJECTIVES MASTERED		AVERAGE # OF OBJECTIVES MASTERED		

HOLISTIC MEASURES OF WRITING AND READING	REMEDIAL STANDARDS	NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARDS		
WRITING SAMPLE	4 OF 8			
ANALYTIC SCORING INFORMATION**				
FOCUS				
ORGANIZATION				
SUPPORT/ELABORATION				
MECHANICS				
SENTENCE FORMATION				
DEGREES OF READING POWER (DRP)®	50 DRP UNITS			

*INDICATES A SCORE BELOW THE REMEDIAL STANDARD. THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS.
**ANALYTIC SCORING INFORMATION IS GIVEN ONLY FOR THOSE STUDENTS WHO SCORED BELOW THE REMEDIAL STANDARD.
1 = NEEDS REMEDIAL ASSISTANCE 2 = BORDERLINE PERFORMANCE 3 = SATISFACTORY PERFORMANCE

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CONNECTICUT MASTERY TESTING PROGRAM

SCHOOL BY CLASS REPORT

LANGUAGE ARTS

GRADE 6 FORM A

PAGE

TESTING DATE:

SCORES INDICATE NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

NUMBER OF STUDENTS TESTED											SCHOOL	DISTRICT
LANGUAGE ARTS OBJECTIVES TESTED	MASTERY CRITERIA	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	# / %
WRITING MECHANICS												
1. CAPITALIZATION AND PUNCTUATION	9 OF 12											
2. SPELLING, (WORDS, HOMONYMS, AND ABBREVIATIONS)	7 OF 9											
3. AGREEMENT (VERB TENSE, SUBJECT/VERB, AND PRONOUN REFERENT)	11 OF 15											
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LISTENING COMPREHENSION												
7. LITERAL	4 OF 6											
8. INFERENTIAL & EVALUATIVE	10 OF 14											
READING COMPREHENSION												
9. LITERAL	6 OF 8											
10. INFERENTIAL	10 OF 14											
11. EVALUATIVE	10 OF 14											

HOLISTIC MEASURES OF WRITING AND READING											# / % OF STUDENTS AT STATED LEVEL	
WRITING SAMPLE NUMBER/PERCENT PRODUCING MATERIAL THAT IS:	HOLISTIC SCORE	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	# / %
WELL WRITTEN WITH DEVELOPED SUPPORTIVE DETAIL	7 OR 8											
GENERALLY WELL ORGANIZED WITH SUPPORTIVE DETAIL	5 OR 6											
MINIMALLY PROFICIENT	4											
BELOW THE REMEDIAL STANDARD*	2 OR 3											
DEGREES OF READING POWER(DRP) ® NUMBER/PERCENT OF STUDENTS:	DRP UNIT SCORE	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	# / %
AT OR ABOVE THE READING GOAL FOR BEGINNING SIXTH GRADERS	56+											
BELOW THE READING GOAL FOR BEGINNING SIXTH GRADERS BUT ABOVE THE REMEDIAL STANDARD	50 TO 55											
BELOW THE REMEDIAL STANDARD**	BELOW 50											

AVERAGE SCORES												
AVERAGE NUMBER OF OBJECTIVES MASTERED IN LANGUAGE ARTS												
AVERAGE HOLISTIC WRITING SCORE												
AVERAGE DRP UNIT SCORE												

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*REMEDIAL STANDARD IS 4 FOR WRITING
**REMEDIAL STANDARD IS 50 DRP UNITS FOR READING

0297A3

CONNECTICUT MASTERY TESTING PROGRAM

DISTRICT BY SCHOOL REPORT

LANGUAGE ARTS

GRADE 6 FORM A

PAGE

TESTING DATE:

SCORES INDICATE NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

											DISTRICT	
NUMBER OF STUDENTS TESTED												
LANGUAGE ARTS OBJECTIVES TESTED	MASTERY CRITERIA	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	
WRITING MECHANICS												
1. CAPITALIZATION AND PUNCTUATION	9 OF 12											
2. SPELLING, (WORDS, HOMONYMS, AND ABBREVIATIONS)	7 OF 9											
3. AGREEMENT (VERB TENSE, SUBJECT/VERB AND PRONOUN REFERENT)	11 OF 15											
4. TONE	3 OF 4											
STUDY SKILLS												
5. LOCATING INFORMATION	8 OF 11											
6. NOTETAKING AND OUTLINING	3 OF 5											
LISTENING COMPREHENSION												
7. LITERAL	4 OF 6											
8. INFERENTIAL & EVALUATIVE	10 OF 14											
READING COMPREHENSION												
9. LITERAL	6 OF 8											
10. INFERENTIAL	10 OF 14											
11. EVALUATIVE	10 OF 14											
HOLISTIC MEASURES OF WRITING AND READING											# / % OF STUDENTS AT STATED LEVEL	
WRITING SAMPLE NUMBER/PERCENT PRODUCING MATERIAL THAT IS:	HOLISTIC SCORE	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	
WELL WRITTEN WITH DEVELOPED SUPPORTIVE DETAIL	7 OR 8											
GENERALLY WELL ORGANIZED WITH SUPPORTIVE DETAIL	5 OR 6											
MINIMALLY PROFICIENT	4											
BELOW THE REMEDIAL STANDARD*	2 OR 3											
DEGREES OF READING POWER(DRP) ® NUMBER/PERCENT OF STUDENTS:	DRP UNIT SCORE	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		# / %	
AT OR ABOVE THE READING GOAL FOR BEGINNING SIXTH GRADERS	56+											
BELOW THE READING GOAL FOR BEGINNING SIXTH GRADERS BUT ABOVE THE REMEDIAL STANDARD	50 TO 55											
BELOW THE REMEDIAL STANDARD**	BELOW 50											
AVERAGE SCORES												
AVERAGE NUMBER OF OBJECTIVES MASTERED IN LANGUAGE ARTS												
AVERAGE HOLISTIC WRITING SCORE												
AVERAGE DRP UNIT SCORE												

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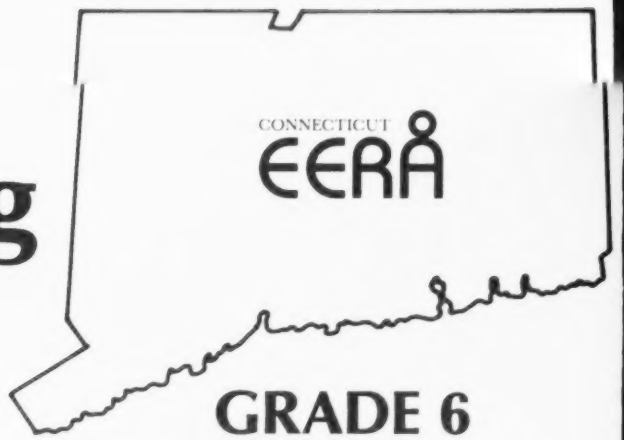
0307A3

Connecticut Mastery Testing Program



GRADE 6

PARENT/STUDENT DIAGNOSTIC REPORT

Your child's scores on the Connecticut Mastery Test are reported inside.

For a description of the Connecticut Mastery Testing Program, see the back cover of this folder.

For general information about your local district's testing program, please contact your superintendent of schools.

For further information on the Connecticut Mastery Testing Program, contact: Connecticut State Department of Education, Office of Research and Evaluation, Box 2219, Hartford, Connecticut 06145, (203) 566-4001 or 4008

MATHEMATICS

STUDENT OBJECTIVES ANALYSIS FOR

GRADE SCHOOL

FORM DISTRICT

TEACHER TESTING DATE

CONNECTICUT MASTERY TESTING PROGRAM

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH PUBLISHERS

GRADE 6 REPORT **PART 1**

OBJECTIVES TESTED	MASTERY CRITERIA: NUMBER OF ITEMS CORRECT	STUDENT SCORE
CONCEPTUAL UNDERSTANDINGS		
1. Order whole numbers less than one hundred thousand	3 of 4	
2. Identify the value of a digit in whole numbers less than one hundred thousand and rewrite whole numbers using expanded notation	3 of 4	
3. Rename whole numbers by regrouping 1000's, 100's, 10's and 1's	3 of 4	
4. Round whole numbers less than one hundred thousand to the nearest 1000, 100 and 10	3 of 4	
5. Multiply and divide multiples of 10 and 100 by 10 and 100	3 of 4	
6. Identify equivalent fractions and mixed numbers using pictures	3 of 4	
7. Identify equivalent fractions and mixed numbers	3 of 4	
8. Identify decimals (.01 to 2.99) from pictorial representations	3 of 4	
9. Extend patterns involving numbers and attributes	3 of 4	
10. Identify an appropriate procedure for making estimates for whole number computations	3 of 4	
COMPUTATIONAL SKILLS		
11. Add and subtract 2-, 3- and 4-digit whole numbers and money amounts less than $100.00	3 of 4	
12. Know multiplication and division facts	3 of 4	
13. Multiply 2- and 3-digit whole numbers and money amounts less than $10.00 by 1-digit numbers	3 of 4	
14. Divide 2- and 3-digit whole numbers by 1-digit numbers	3 of 4	
15. Add and subtract fractions and mixed numbers with like denominators (without regrouping mixed numbers)	3 of 4	
16. Add fractions and mixed numbers with like denominators involving regrouping improper fractions to whole numbers or mixed numbers	3 of 4	
17. Add and subtract fractions and mixed numbers with unlike denominators (one denominator a factor of the other)	3 of 4	
18. Find fractional parts of whole numbers	3 of 4	

OBJECTIVES TESTED	MASTERY CRITERIA: NUMBER OF ITEMS CORRECT	STUDENT SCORE
19. Estimate sums and differences of whole numbers and money amounts	3 of 4	
20. Estimate products and quotients of whole numbers and money amounts (1-digit factor and 1-digit whole number divisor)	3 of 4	
PROBLEM SOLVING/APPLICATIONS		
21. Interpret graphs, tables, and charts	3 of 4	
22. Identify the graph that best illustrates given data	3 of 4	
23. Identify number sentences from problems	3 of 4	
24. Solve 1-step problems involving whole numbers and money amounts	3 of 4	
25. Solve problems involving making change	3 of 4	
26. Solve 1-step problems involving fractions	3 of 4	
27. Solve 2-step problems involving whole numbers and money amounts	3 of 4	
28. Estimate a reasonable answer to a given problem	3 of 4	
29. Identify extraneous information in problems and solve problems with extraneous information	3 of 4	
30. Identify needed information in problem situations	3 of 4	
31. Solve process problems involving the organization of data	3 of 4	
MEASUREMENT/GEOMETRY		
32. Identify geometric figures	3 of 4	
33. Measure/determine perimeters and areas	3 of 4	
34. Estimate lengths and areas	3 of 4	
35. Select appropriate metric or customary units and measures	3 of 4	
36. Determine elapsed time	3 of 4	

TOTAL NUMBER OF OBJECTIVES MASTERED (out of 36)	
NUMBER OF ITEMS CORRECT (out of 144) (Remedial Standard is 79 of 144 items correct)	

LANGUAGE ARTS

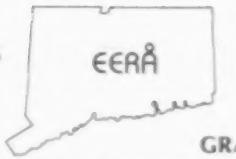
STUDENT OBJECTIVES ANALYSIS FOR

GRADE SCHOOL

FORM DISTRICT

TEACHER TESTING DATE

CONNECTICUT MASTERY TESTING PROGRAM



THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, PUBLISHERS

GRADE 6 REPORT PART 2

OBJECTIVES TESTED	MASTERY CRITERIA NUMBER OF ITEMS CORRECT	STUDENT SCORE
WRITING MECHANICS		
1. Capitalization & Punctuation	9 of 12	
2. Spelling (words, homonyms, and abbreviations)	7 of 9	
3. Agreement (verb tense, subject-object-verb, and pronoun referents)	11 of 15	
4. Tone	3 of 4	
STUDY SKILLS		
5. Locating Information (schedules, maps, indexes, glossaries, dictionaries)	8 of 11	
6. Notetaking and Outlining	3 of 5	
LISTENING COMPREHENSION		
7. Literal (understands the meanings of ideas clearly stated by a speaker)	4 of 6	
8. Inferential & Evaluative (understands the meaning of ideas not clearly stated, but implied, by a speaker and is able to make critical judgments about them)	10 of 14	
READING COMPREHENSION		
9. Literal (understands the meanings of ideas clearly stated within a passage)	6 of 8	
10. Inferential (understands the meanings of ideas not stated, but implied, within a passage)	10 of 14	
11. Evaluative (able to make critical judgments about statements and inferences within a passsage)	10 of 14	
TOTAL NUMBER OF OBJECTIVES MASTERED (out of 11)		

WRITING SAMPLE	STUDENT SCORE
Holistic Writing Score	
Remedial Standard is 4 of 8	

DEGREES OF READING POWER (DRP)™	STUDENT SCORE
DRP Units	
Remedial Standard is 50 DRP Units Reading Goal is 56 DRP Units	

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PARENT/STUDENT DIAGNOSTIC REPORT

Dear Parent:

Inside you will find the results of the Connecticut Mastery Test administered to your child earlier this fall. The test results help to show you and the school district's professional staff how well your child is performing on those skills identified by the State of Connecticut as important for students entering sixth grade to have mastered.

These tests are designed to determine the specific skill levels of students. The test results will be used to:

— provide your school with information for use in assessing the progress of individual students over time;
— provide your school with information based on which improvements in the general instructional program can be made; and
— provide information on appropriate basic skills remedial assistance for students so indicated.

Mastery testing will occur each fall in grades four, six, and eight.

If you have any questions about these test results please ask your child's teacher(s). The teacher(s) will share with you other observations and recommendations based on experience in working with your son or daughter during the last several months.

Description of the Test

Mathematics: The mathematics test assesses thirty-six (36) specific objectives in four general areas of: (1) Conceptual Understandings; (2) Computational Skills; (3) Problem Solving/Applications; and (4) Measurement/Geometry. Test items evaluate a student's ability to: order, rename and round whole numbers; identify numerical equivalents; extend patterns; compute with whole numbers, decimals and fractions; estimate with whole numbers and money amounts; interpret tables, charts and graphs; solve problems involving whole numbers, money amounts and fractions; identify extraneous and needed information in problems; measure and estimate lengths and areas; and select appropriate measurement units.

Language Arts: The language arts test covers two general areas: Reading/Listening Comprehension, and Writing/Study Skills. There are eleven (11) objectives and two holistic measures of reading and writing.

The content of Reading/Listening Comprehension consists of narrative, expository, and persuasive passages on a variety of topics measuring a student's reading and listening ability in: (1) Literal Comprehension; (2) Inferential or Interpretive Comprehension; and (3) Evaluative or Critical Comprehension. Audio tapes are used to assess a student's listening comprehension ability. Also used is the "Degrees of Reading Power" (DRP) Test which includes eleven (11) passages and seventy-seven (77) test items. It is designed to measure a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty.

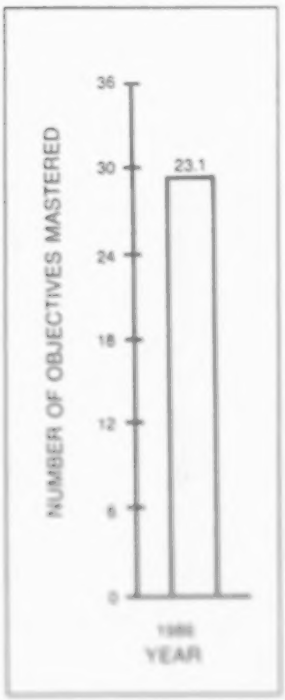
The content of Writing/Study Skills consists of three components. First, writing skills are directly assessed. A student is asked to write on a designated topic. The writing is judged on the student's demonstrated ability to convey information in a coherent and organized fashion. Second, the test assesses the mechanics of good writing, which are defined as: (1) Capitalization and Punctuation; (2) Spelling (words, homonyms, and abbreviations); and (3) Agreement; and (4) Tone. Finally the test assesses Study Skills, defined as Locating Information (schedules, maps, index/glossary references, and dictionary usage) and Outlining and Notetaking. This part of the test measures a student's ability to find and use information from listed sources, and to make notes from audio tapes.

APPENDIX G

Number of Objectives Mastered

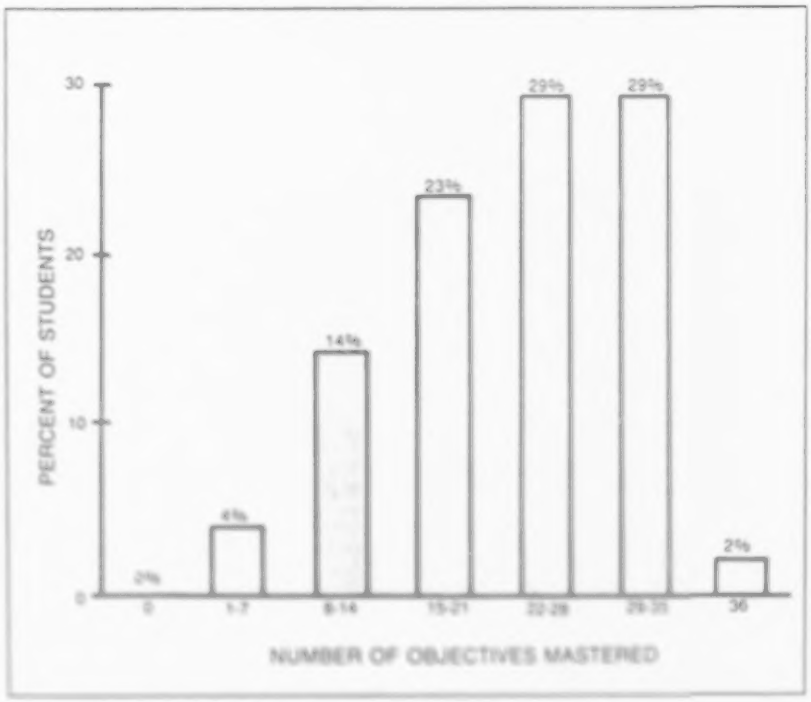
- Mathematics
- Language Arts

MATHEMATICS:
AVERAGE NUMBER OF
OBJECTIVES MASTERED



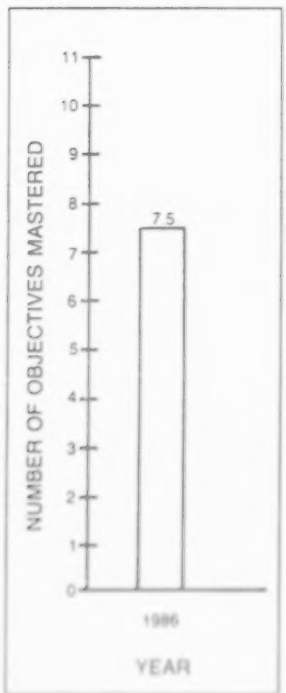
This bar chart illustrates the average number of mathematics objectives mastered, statewide.

MATHEMATICS:
PERCENT OF STUDENTS ACHIEVING MASTERY BY
NUMBER OF OBJECTIVES MASTERED



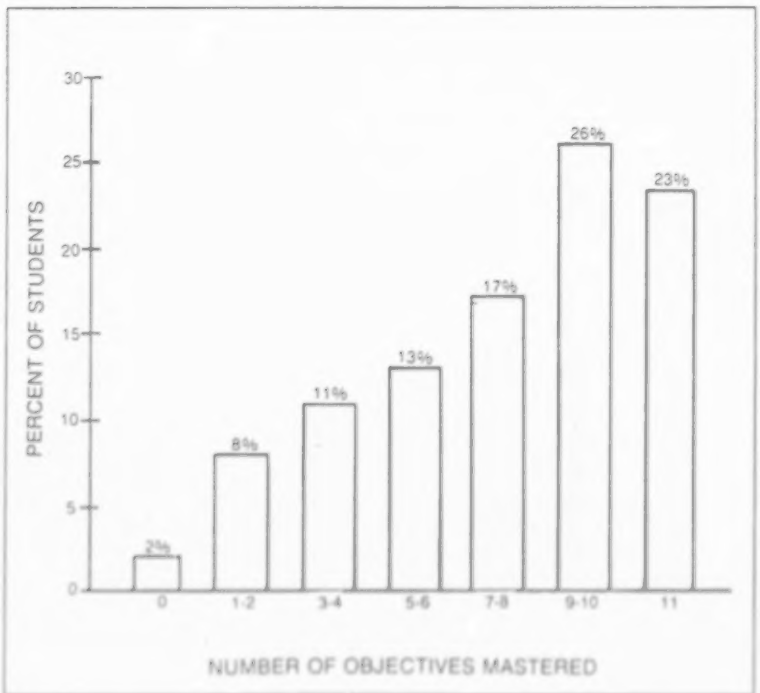
This bar chart illustrates the distribution of students, statewide, who mastered mathematics objectives within each of the seven score categories.

LANGUAGE ARTS:
AVERAGE NUMBER OF
OBJECTIVES MASTERED



This bar chart illustrates the average number of language arts objectives mastered, statewide.

LANGUAGE ARTS:
PERCENT OF STUDENTS ACHIEVING MASTERY BY
NUMBER OF OBJECTIVES MASTERED



This bar chart illustrates the distribution of students, statewide, who mastered objectives within each of the seven score groupings.

Appendix H

State by District Report - October 1986

Grade Six Mathematics Test Results

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 1 OF 2

DATE TESTED: 10-86

Mastery Criteria for each objective is
2 of the 4 items correct
Retrieval Standard is 79
of the 144 items correct

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS

COMPUTATIONAL SKILLS

TOTAL MATHEMATICS

| DISTRICT | # OF STUDENTS TESTED | TOC | SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE | | |

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 2 OF 2

DATE TESTED: 10-86

Mastery Criteria for each objective is 3 of the 4 items correct. Remedial Standard is 79 of the 144 items correct.

DISTRICT	# OF STUDENTS TESTED	TOC	OBJECTIVES TESTED: PROBLEM SOLVING AND APPLICATIONS — Id graph best fitting given data; Interpret graphs, tables, charts	Id number sentences from problems	Solve 1-step problems involving $, time & $	Solve 1-step problems involving making change	Solve 2-step probs.-whole #'s and $	Estimate reasonable answer	Id & solve extraneous info problems	Id needed info to problem situations	Solve process probs.-data organization	MEASUREMENT/GEOMETRY — Identify geometric figures	Measure/determine perimeter/area	Estimate lengths and areas	Pick appropr. metric/customary unit & measure	TOTAL MATHEMATICS — Determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
ANDOVER	25	4	100	88	64	76	80	36	60	44	36	84	60	72	28	40	88	36	23.2	8
ANSONIA	157	5	95	94	66	84	85	41	54	33	33	79	65	66	25	24	65	55	22.9	12
ASHFORD	37	6	92	84	65	70	73	43	57	43	41	68	59	78	19	24	73	59	22.4	27
AVON	131	4	98	98	82	94	90	58	77	68	52	85	75	89	46	52	80	68	27.6	2
BARKHAMSTED	33	6	91	100	88	94	88	58	79	67	55	94	85	88	61	58	97	73	28.6	0
BERLIN	171	4	98	94	79	89	84	52	66	55	36	84	68	85	49	40	74	60	25.5	9
BETHANY	67	4	99	96	72	90	88	67	75	64	54	88	76	79	46	39	75	60	26.5	7
BETHEL	221	4	95	90	70	85	82	49	62	49	38	77	64	82	42	40	66	60	24.0	19
BLOOMFIELD	188	2	81	89	56	76	76	35	50	38	29	68	60	68	30	26	55	40	20.7	27
BOLTON	51	4	94	84	59	92	90	37	55	47	51	80	63	65	31	25	71	55	22.4	20
BOZRAH	27	5	81	78	56	63	63	30	59	33	11	59	63	63	7	33	78	44	18.8	33
BRANFORD	218	4	95	90	72	82	84	40	57	43	39	81	67	71	22	34	67	56	24.0	14
BRIDGEPORT	1,213	1	75	80	41	61	75	21	30	19	19	55	47	58	18	15	49	27	18.0	37
BRISTOL	476	3	89	87	65	76	80	38	55	39	31	74	58	77	25	28	70	53	21.9	21
BROOKFIELD	177	4	97	87	72	79	81	58	64	58	42	76	68	87	38	44	71	61	25.3	12
BROOKLYN	67	6	93	85	58	70	66	36	36	30	22	64	46	81	34	24	66	42	19.6	34
CANAAN	8	6	100	100	88	100	100	75	88	63	50	100	75	88	38	38	63	75	28.5	13
CANTERBURY	62	6	94	92	66	84	79	48	60	42	42	66	53	90	34	44	68	61	24.5	15
CANTON	88	4	94	90	74	84	80	59	61	57	43	78	69	80	55	50	84	68	26.5	11
CHAPLIN	29	6	93	97	76	83	76	34	48	41	55	69	59	59	24	31	97	55	22.1	24
CHESHIRE	294	2	92	93	78	89	84	55	73	55	52	84	69	84	31	44	72	64	25.7	10
CHESTER	57	6	92	95	78	92	84	54	59	51	44	89	76	78	30	35	84	53	24.2	8
CLINTON	145	5	92	93	68	79	83	41	49	38	38	79	59	57	22	34	64	43	21.5	23
COLCHESTER	117	5	95	92	64	85	87	45	59	38	38	76	68	76	29	37	68	60	23.4	17
COLEBROOK	8	6	100	100	88	88	100	75	63	50	25	88	75	63	38	50	88	63	24.6	0
COLUMBIA	50	5	90	84	70	74	92	40	54	42	32	70	62	88	38	34	62	52	23.3	20
CORNWALL	5	6	100	80	80	100	100	20	60	40	40	60	60	100	60	100	80	100	29.8	0
COVENTRY	97	4	99	91	77	89	92	53	65	59	58	84	69	75	22	37	68	44	24.7	12

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STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 1 OF 2

PAGE 2

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 79
of the 144 items correct

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS

COMPUTATIONAL SKILLS

TOTAL MATHEMATICS

DISTRICT	# OF STUDENTS TESTED	TOC	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																						
			order whole numbers less than 100,000	to place value & use expanded notation	rename whole numbers by regrouping	round whole numbers	mult/div numbers by 10 & 100	to equivalent fractions using pictures	to equivalent fractions & mixed numbers	identify decimals from pictures	extend patterns	ad procedure for making estimates	add/subt whole numbers and money amounts	multiplication and division facts	multiply whole numbers and money amounts	divide whole numbers by 1-digit numbers	add/subt fractions - like denominators	add/subt fractions - like denominators w/regrouping	add/subt fractions - unlike denominators	find fractional parts of whole numbers	est sum/diff of whole #'s and money	est product/quot of whole #'s and money	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis	
CROMWELL	90	4	98	97	18	66	74	67	44	48	92	89	86	97	92	76	74	53	40	48	58	57	23.8	16	
DANBURY	491	3	92	87	20	59	70	59	54	59	91	85	88	94	91	83	81	55	45	27	57	60	23.7	19	
DARIEN	183	2	99	96	27	77	80	84	64	62	100	95	93	100	99	95	89	91	56	43	80	80	28.7	1	
DEEP RIVER	45	6	98	93	22	76	76	58	51	67	96	91	87	100	93	87	84	71	44	53	64	67	25.9	9	
DERBY	73	5	88	78	12	27	47	34	38	38	88	75	89	92	92	73	81	36	12	15	49	47	20.1	30	
EASTFORD	11	6	82	91	9	55	27	64	18	55	91	82	73	91	91	27	64	18	9	18	36	18	18.2	18	
EAST GRANBY	43	4	100	95	12	84	65	72	70	65	100	93	98	95	91	88	93	47	51	49	63	60	25.8	7	
EAST HADDAM	79	5	94	90	14	52	71	66	63	73	89	90	90	99	96	86	70	70	70	33	58	59	25.3	11	
EAST HAMPTON	97	5	95	95	16	52	74	70	63	59	99	87	88	97	94	81	89	72	70	33	55	64	25.7	11	
EAST HARTFORD	348	2	93	81	14	36	61	44	40	37	90	81	88	92	90	80	76	43	30	19	51	54	20.7	25	
EAST HAVEN	154	2	92	91	13	55	60	44	45	44	92	79	87	97	94	77	81	39	38	23	51	56	21.9	22	
EAST LYME	177	4	96	93	12	69	78	58	57	52	94	80	95	97	96	81	70	45	39	52	56	60	24.8	12	
EASTON	82	4	98	95	18	68	88	87	71	51	99	94	91	100	96	90	88	74	65	22	68	78	27.5	5	
EAST WINDSOR	90	4	98	94	17	53	62	63	49	43	97	83	79	90	89	78	93	51	32	23	56	58	23.2	16	
ELLINGTON	119	4	94	98	24	67	70	55	50	68	97	88	93	91	92	81	76	40	25	27	62	58	24.1	13	
ENFIELD	395	3	96	94	12	61	65	58	48	50	93	77	92	96	94	83	75	51	43	36	53	60	23.6	13	
ESSEX	40	6	98	93	15	75	70	83	78	70	95	93	93	98	100	90	93	70	60	35	75	88	28.3	5	
FAIRFIELD	425	2	96	95	17	70	77	74	61	64	94	86	90	97	96	87	84	66	60	39	62	69	26.6	7	
FARMINGTON	156	4	99	97	23	64	88	85	69	71	99	90	93	99	98	97	91	81	79	38	77	78	28.4	2	
FRANKLIN	19	5	100	95	16	79	84	63	74	63	89	89	95	95	84	89	84	89	37	42	58	42	25.5	11	
GLASTONBURY	321	4	97	94	18	70	85	70	63	64	95	92	91	97	96	89	90	63	40	30	74	71	26.4	7	
GRANBY	111	4	98	95	16	61	59	67	61	74	93	87	77	95	89	70	83	46	23	26	52	59	23.4	18	
GREENWICH	419	2	96	96	24	70	78	71	63	67	95	91	91	98	95	88	87	64	50	42	68	73	26.5	9	
GRISWOLD	110	4	95	88	10	59	61	55	38	56	87	73	81	96	93	77	75	45	31	19	40	51	21.1	21	
GROTON	366	3	93	87	16	56	70	61	50	50	91	84	86	94	93	82	81	50	40	29	59	64	23.3	16	
GUILFORD	236	4	95	92	19	68	72	67	55	69	90	82	86	96	90	80	81	53	27	31	59	62	24.5	11	
HAMDEN	326	2	95	94	12	57	74	57	49	52	89	78	86	95	93	85	82	56	33	28	58	66	23.5	18	
HAMPTON	16	5	94	100	31	69	69	69	56	69	100	88	94	100	100	81	81	50	31	31	63	75	26.8	6	

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0310A3

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 2 OF 2

PAGE 2

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 78
of the 144 items correct

DISTRICT	# OF STUDENTS TESTED	TOC	PROBLEM SOLVING AND APPLICATIONS: Id graph best fitting given data	Interpret graphs, tables, charts	Id number sentences from problems	Solve 1-step probs--whole #'s and $	Solve 1-step problems involving making change	Solve 2-step probs--whole #'s and $	Estimate reasonable answer	Id & solve extraneous info problems	Id needed info in problem situations	Solve process prob--data organization	MEASUREMENT/GEOMETRY: Identify geometric figures	Measure/determine perimeters/areas	Estimate lengths and areas	Pick approp metric/cust unit & measure	TOTAL MATHEMATICS: Determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
CROMWELL	90	4	93	84	64	79	83	41	57	42	29	74	61	77	48	37	73	61	23.8	16
DANBURY	491	3	80	89	66	82	82	42	59	46	43	78	63	76	43	32	67	51	23.7	19
DARIEN	183	2	99	98	89	98	93	69	80	66	63	89	74	95	48	50	80	73	28.7	1
DEEP RIVER	45	6	87	98	78	76	80	58	71	51	49	76	69	80	47	47	82	64	25.9	9
DERBY	73	5	89	88	62	78	79	29	45	33	37	71	60	74	29	29	42	51	20.1	30
EASTFORD	11	6	100	82	64	73	64	36	36	18	18	82	27	64	0	9	73	55	18.2	18
EAST GRANBY	43	4	91	93	72	93	91	47	72	47	53	84	79	77	42	35	67	47	25.8	7
EAST HADDAM	79	5	99	95	78	87	85	53	61	53	58	78	68	91	33	29	80	53	25.3	11
EAST HAMPTON	97	5	97	86	79	88	85	54	68	47	52	79	64	90	45	42	84	62	25.7	11
EAST HARTFORD	348	2	86	86	60	71	76	34	44	32	28	70	57	74	22	25	60	42	20.7	25
EAST HAVEN	154	2	96	83	67	79	81	39	54	37	35	79	59	69	25	27	57	47	21.9	22
EAST LYME	177	4	96	93	75	88	82	52	71	49	44	82	67	88	48	37	66	60	24.8	12
EASTON	82	4	99	98	87	95	93	55	77	60	52	91	77	82	48	39	87	73	27.5	5
EAST WINDSOR	90	4	94	92	67	76	83	45	50	38	39	72	67	76	40	37	80	53	23.2	16
ELLINGTON	119	4	95	92	74	89	82	42	65	49	43	79	68	71	30	32	71	67	24.1	13
ENFIELD	395	3	93	91	69	83	85	42	60	39	31	78	66	92	43	33	70	52	23.6	13
ESSEX	40	6	100	95	83	95	88	65	85	78	65	90	88	85	48	48	83	73	28.3	5
FAIRFIELD	425	2	96	93	80	91	89	63	75	62	54	85	72	84	47	40	76	70	26.6	7
FARMINGTON	156	4	94	96	85	92	96	62	76	63	53	90	78	92	57	40	77	67	28.4	2
FRANKLIN	19	5	100	95	63	89	84	63	63	53	21	84	68	89	58	47	63	37	25.5	11
GLASTONBURY	321	4	97	93	80	89	88	56	71	56	46	85	74	90	32	42	83	68	26.4	7
GRANBY	111	4	96	93	67	82	79	50	52	55	35	77	60	74	25	41	66	57	23.4	18
GREENWICH	419	2	94	94	74	90	88	59	74	58	49	84	76	79	44	45	68	67	26.5	9
GRISWOLD	110	4	94	93	63	78	84	34	46	30	23	77	58	55	24	25	49	45	21.1	21
GROTON	366	3	89	87	66	79	82	47	56	45	41	77	67	76	34	30	69	52	23.3	16
GUILFORD	236	4	93	93	75	81	84	59	64	49	39	81	66	83	37	35	75	61	24.5	11
HAMDEN	326	2	90	89	69	78	82	46	59	49	38	75	62	78	47	36	63	50	23.5	18
HAMPTON	16	5	94	88	81	94	81	50	75	81	63	88	94	100	44	50	81	63	26.8	6

SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

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0313A3

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 1 OF 2

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 79
of the 144 items correct

DISTRICT	# OF STUDENTS TESTED	TOC	OBJECTIVES TESTED: CONCEPTUAL UNDERSTANDINGS — order whole numbers less than 100,000	id place value & use expanded notation	rename whole numbers by regrouping	round whole numbers	multiply numbers by 10 & 100	id equivalent fractions using pictures	id equivalent fractions & mixed numbers	identify decimals from pictures	extend patterns	id procedure for making estimates	add/subt whole numbers and money amounts	multiply whole numbers and division facts	divide whole numbers by 1-digit numbers	add/subt fractions - like denominators	add/subt fractions - unlike denominators w/regrouping	find fractional parts of whole #'s and money	est sum/diff of whole #'s and money	est prod/quot of whole #'s and money	TOTAL MATHEMATICS: Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
HARTFORD	1,430	1	82	83	7	35	50	31	32	39	83	65	83	90	89	69	72	25	22	12	31	43	16.7	44
HARTLAND	24	6	100	100	21	58	79	63	58	67	96	96	92	100	100	88	83	71	54	50	71	75	26.7	4
HEBRON	75	5	96	93	11	49	76	60	52	47	99	87	95	95	96	85	84	59	40	41	63	56	24.9	9
KENT	33	6	94	88	18	58	55	58	64	61	79	67	69	100	94	69	81	31	13	6	28	44	20.8	25
KILLINGLY	197	6	95	93	8	47	59	55	41	36	90	84	89	95	92	82	79	44	39	18	55	60	21.5	22
LEBANON	83	6	93	94	20	50	68	59	49	43	93	83	78	93	88	80	84	48	20	20	60	60	23.1	15
LEDYARD	208	4	96	93	22	59	77	69	60	56	95	88	90	96	96	85	89	54	38	38	67	71	26.1	10
LISBON	42	4	90	83	17	57	48	55	57	57	93	76	93	100	95	83	74	45	29	29	62	57	22.5	14
LITCHFIELD	88	6	91	84	14	65	67	66	49	56	90	77	92	95	94	76	73	55	50	40	59	62	24.0	20
MADISON	183	5	97	95	23	64	79	77	54	63	97	91	89	97	95	89	93	65	31	26	69	65	26.1	7
MANCHESTER	477	3	93	93	20	59	61	60	48	54	95	83	82	94	91	72	84	58	30	32	52	54	23.1	18
MANSFIELD	108	6	97	95	44	79	81	74	77	71	96	92	87	95	88	81	91	72	47	37	68	62	27.3	9
MARLBOROUGH	80	5	93	98	26	69	81	71	59	56	98	85	85	96	96	89	88	78	39	28	56	66	26.1	11
MERIDEN	433	3	96	90	24	61	59	56	48	51	91	81	81	91	90	73	78	48	31	25	51	55	22.2	22
MIDDLETOWN	298	3	94	91	11	50	58	52	44	45	89	76	88	94	91	78	71	36	20	17	46	47	20.4	27
MILFORD	446	3	95	97	22	57	71	59	56	42	97	89	87	96	96	86	82	52	37	20	61	67	24.0	11
MONROE	243	4	95	89	19	56	57	55	43	51	89	78	87	94	90	81	76	45	23	26	50	53	22.1	24
MONTVILLE	191	4	96	87	9	58	67	62	55	52	90	81	88	95	91	79	75	52	37	15	52	63	22.5	20
NAUGATUCK	322	2	89	84	11	52	63	56	49	53	86	77	89	97	92	83	76	47	27	18	53	60	21.8	24
NEW BRITAIN	423	3	87	84	9	43	53	47	40	45	82	67	80	91	86	69	67	27	16	16	38	47	18.2	38
NEW CANAAN	197	2	98	96	33	77	83	83	74	73	96	91	89	97	95	92	89	81	73	46	79	73	28.5	7
NEW FAIRFIELD	174	4	96	91	16	48	76	67	62	62	93	87	89	98	95	84	86	65	40	25	66	68	24.9	11
NEW HARTFORD	63	5	98	95	25	65	78	71	68	54	94	81	97	89	95	90	92	65	48	41	73	60	26.9	5
NEW HAVEN	1,029	1	87	80	11	36	42	32	27	32	75	66	82	90	86	70	76	33	21	14	40	45	17.2	42
NEWINGTON	267	2	96	96	25	49	81	74	68	55	98	89	88	96	94	90	88	67	46	28	60	74	25.6	9
NEW LONDON	231	3	90	90	10	39	56	41	41	48	86	65	89	95	94	71	79	31	21	9	39	53	18.9	33
NEW MILFORD	320	5	95	95	17	66	67	55	50	59	93	83	88	94	91	78	82	48	24	23	63	64	23.3	15
NEWTOWN	227	5	98	97	29	73	79	85	68	78	96	96	90	97	94	87	86	74	64	38	74	72	27.6	4

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0310A3

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 2 OF 2

PAGE 3

DATE TESTED: 10-86

Mastery Criteria for each objective is 3 of the 4 items correct
Remedial Standard is 79 of the 144 items correct

DISTRICT	# OF STUDENTS TESTED	TOC	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
			Interpret graphs, tables, charts	Id graph best fitting given data	Id number sentences from problems	Solve 1-step probs--whole #'s and $	Solve problems involving making change	Solve 1-step problems involving fractions	Solve 2-step probs--whole #'s and $	Estimate reasonable answer	Id & solve extraneous info problems	Id needed info in problem situations	Solve process prob--data organization	Identify geometric figures	Measure/determine perimeters/areas	Estimate lengths and areas	Pick approp metric/cust unit & measure	Determine elapsed time		
HARTFORD	1,430	1	64	76	41	57	70	19	27	17	17	51	42	47	19	13	39	22	16.7	44
HARTLAND	24	6	96	100	79	92	83	33	63	58	42	92	50	96	54	50	88	67	26.7	4
HEBRON	75	5	99	91	72	87	91	55	68	47	36	84	71	87	33	41	84	63	24.9	9
KENT	33	6	88	73	73	82	64	27	48	36	24	64	52	66	19	38	88	41	20.8	25
KILLINGLY	197	6	87	86	60	79	74	35	48	36	31	72	56	58	26	25	70	47	21.5	22
LEBANON	83	6	93	92	78	83	76	43	60	46	41	72	65	90	31	28	72	47	23.1	15
LEDYARD	208	4	97	98	85	93	92	54	72	56	56	89	75	80	46	40	81	61	26.1	10
LISBON	42	4	98	93	62	88	81	38	50	36	31	81	67	62	24	26	74	43	22.5	14
LITCHFIELD	88	6	87	87	61	74	84	52	66	52	46	70	66	90	52	34	56	58	24.0	20
MADISON	183	5	95	92	81	87	84	55	73	56	46	86	76	76	56	46	80	63	26.1	7
MANCHESTER	477	3	91	89	68	77	82	45	54	38	33	78	65	68	29	40	70	61	23.1	18
MANSFIELD	108	6	97	95	89	91	90	64	72	65	53	86	72	81	41	46	81	66	27.3	9
MARLBOROUGH	80	5	90	93	71	89	84	51	69	61	53	81	76	81	54	50	80	68	26.1	11
MERIDEN	433	3	88	89	63	74	79	40	52	40	30	71	60	76	28	32	63	50	22.2	22
MIDDLETOWN	298	3	89	87	64	73	78	33	46	29	31	73	55	44	13	28	58	42	20.4	27
MILFORD	446	3	95	93	76	82	85	46	62	49	43	83	69	77	32	31	60	53	24.0	11
MONROE	243	4	92	84	66	78	83	37	56	37	29	67	59	70	40	32	65	60	22.1	24
MONTVILLE	191	4	96	87	64	82	81	35	53	39	36	70	58	73	33	32	63	49	22.5	20
NAUGATUCK	322	2	89	86	61	78	77	40	55	38	33	73	64	64	23	25	57	50	21.8	24
NEW BRITAIN	423	3	73	81	49	62	70	25	33	26	22	61	45	50	20	22	49	31	18.2	38
NEW CANAAN	197	2	94	94	83	88	89	65	78	66	58	84	80	90	57	43	82	76	28.5	7
NEW FAIRFIELD	174	4	94	93	72	86	86	48	70	58	43	82	76	60	38	41	66	64	24.9	11
NEW HARTFORD	63	5	95	94	87	95	92	62	76	62	56	89	76	89	59	35	71	70	26.9	5
NEW HAVEN	1,029	1	74	76	43	63	73	23	33	21	18	57	41	43	14	16	42	29	17.2	42
NEWINGTON	267	2	93	93	73	86	85	48	64	49	48	84	64	90	45	37	74	60	25.6	9
NEW LONDON	231	3	82	84	47	66	71	25	34	24	22	65	50	59	22	22	39	32	18.9	33
NEW MILFORD	320	5	93	90	71	84	83	40	63	46	43	77	62	64	33	31	62	54	23.3	15
NEWTOWN	227	5	96	98	81	92	88	60	77	59	54	88	76	84	45	43	77	68	27.6	4

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0313A3

STATE BY DISTRICT REPORT

GRADE 6

CONNECTICUT MASTERY TESTING PROGRAM

MATHEMATICS 1 OF 2

PAGE 4

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 70
of the 144 items correct

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS | COMPUTATIONAL SKILLS | TOTAL MATHEMATICS

DISTRICT	# OF STUDENTS TESTED	TOC	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																					Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
			id place value & use expanded notation	order whole numbers less than 100,000	rename whole numbers by regrouping	round whole numbers	mult/div numbers by 10 & 100	id equivalent fractions using pictures	identify equivalent fractions & mixed numbers	extend patterns	id procedure for making estimates	add/subt whole numbers and money amounts	multiply whole numbers and money amounts	divide whole numbers and money amounts	add/subt fractions - like denominators	add fracts.-like denominators - unlike denominators	add/subt fractions - unlike denominators w/regrouping	find fractional parts of whole #'s and money	est sum/diff of whole #'s and money	est prod/quot of whole #'s and money				
NORFOLK	13	6	92	100	8	54	69	54	38	31	92	92	100	92	92	77	77	62	54	62	54	69	24.6	8	
NORTH BRANFORD	174	4	95	95	22	54	62	65	60	51	91	89	84	97	90	79	89	56	43	31	63	61	23.8	15	
NORTH CANAAN	34	6	79	94	15	47	59	53	26	56	88	74	79	94	88	71	68	26	6	12	38	59	19.8	32	
NORTH HAVEN	218	2	97	90	25	38	82	70	66	47	97	85	93	95	95	89	88	62	51	32	58	67	25.0	9	
NORTH STONINGTON	66	5	91	95	11	58	56	52	55	45	89	92	89	98	94	91	73	55	36	23	56	70	23.8	12	
NORWALK	645	3	87	89	19	38	56	58	38	48	89	78	75	94	88	75	80	49	30	17	46	53	20.1	32	
NORWICH	345	3	94	91	9	58	63	48	49	67	90	80	89	96	92	78	77	38	19	18	49	64	22.4	16	
OLD SAYBROOK	103	5	94	94	17	60	67	68	56	53	95	85	87	98	94	78	78	50	41	33	66	61	23.9	18	
ORANGE	159	2	98	96	25	82	84	86	73	73	99	96	95	99	98	96	91	80	72	48	82	81	29.1	4	
OXFORD	96	5	95	94	7	58	69	55	42	52	89	77	78	93	82	77	78	52	19	18	46	51	21.6	19	
PLAINFIELD	174	6	93	86	7	52	51	44	49	44	93	66	83	96	90	76	73	29	26	23	37	47	20.4	25	
PLAINVILLE	154	4	93	89	12	53	61	44	52	40	94	85	89	97	92	85	79	38	23	20	55	62	22.8	18	
PLYMOUTH	151	2	95	89	7	32	62	44	45	34	89	74	84	91	90	78	82	34	21	21	44	52	20.1	26	
POMFRET	41	6	85	90	22	68	59	66	63	66	95	83	95	98	95	76	85	66	24	24	56	56	23.5	10	
PORTLAND	97	5	97	94	23	67	75	73	58	60	92	91	82	97	96	87	89	64	39	30	71	71	26.0	7	
PRESTON	38	4	95	97	24	71	84	68	68	53	92	92	84	97	95	87	89	66	50	29	74	74	25.9	16	
PUTNAM	92	6	93	92	13	54	67	45	35	41	91	76	86	99	97	78	72	28	17	26	42	61	20.4	24	
REDDING	84	5	100	85	26	62	79	75	56	55	100	89	90	98	99	93	87	57	40	52	77	69	27.0	7	
RIDGEFIELD	272	5	98	97	21	74	86	79	68	67	99	93	89	99	97	92	93	74	58	46	69	72	27.7	5	
ROCKY HILL	114	4	99	96	17	69	83	67	60	47	96	91	89	96	96	83	84	58	34	21	64	62	25.0	5	
SALEM	47	5	85	79	15	43	51	47	38	36	87	81	72	83	79	62	77	38	34	28	49	55	20.5	32	
SALISBURY	24	6	92	92	21	58	75	63	54	67	92	83	75	96	100	63	75	42	21	25	54	58	23.8	17	
SCOTLAND	13	6	100	85	38	38	69	46	46	69	92	77	69	77	85	54	62	46	54	23	38	54	20.4	38	
SEYMOUR	125	5	95	96	14	74	72	48	50	47	93	82	86	96	94	85	88	54	26	23	54	64	23.0	11	
SHARON	17	6	100	76	29	41	76	53	24	41	88	82	76	100	94	76	76	35	24	12	53	71	21.1	29	
SHELTON	290	3	95	93	15	65	74	58	54	49	92	83	91	97	92	83	75	62	59	42	54	62	24.4	12	
SHERMAN	28	6	100	68	25	36	93	64	64	36	96	86	93	100	93	100	86	96	82	29	57	75	25.6	4	
SIMSBURY	259	4	97	92	25	57	80	78	63	59	97	89	92	99	94	93	89	65	49	33	75	78	26.8	5	

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0310A3

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 2 OF 2

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 79
of the 144 items correct

DISTRICT	# OF STUDENTS TESTED	TOC	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
			Interpret graphs, tables, charts	Id graph best fitting given data	Id number sentences from problems	Solve 1-step probs--whole #'s and $	Solve problems involving making change	Solve 1-step probs involving fractions	Solve 2-step probs--whole #'s and $	Estimate reasonable answer	Id & solve extraneous info problems	Id needed info in problem situations	Solve process prob--data organization	Identify geometric figures	Measure/determine perimeters/areas	Estimate lengths and areas	Pick approp metric/cust unit & measure	Determine elapsed time		
NORFOLK	13	6	92	100	85	85	92	69	62	46	23	85	69	69	31	38	85	62	24.6	8
NORTH BRANFORD	174	4	89	83	64	73	78	49	55	36	39	73	64	86	41	37	74	58	23.8	15
NORTH CANAAN	34	6	91	85	44	82	68	21	50	29	26	68	59	59	29	32	68	38	19.8	32
NORTH HAVEN	218	2	94	92	77	90	88	51	62	57	44	84	74	71	29	40	59	63	25.0	9
NORTH STONINGTON	66	5	98	100	77	91	92	39	68	47	32	89	70	73	33	35	65	44	23.8	12
NORWALK	645	3	80	79	52	67	75	29	41	31	25	60	46	66	26	25	56	44	20.1	32
NORWICH	345	3	89	91	71	83	81	42	57	39	34	75	69	81	24	28	58	47	22.4	16
OLD SAYBROOK	103	5	91	91	65	82	84	49	61	50	46	72	65	67	32	38	67	55	23.9	18
ORANGE	159	2	95	97	84	97	91	66	83	72	61	92	77	94	54	41	76	73	29.1	4
OXFORD	96	5	94	89	60	71	82	35	55	34	38	67	55	71	12	41	65	49	21.6	19
PLAINFIELD	174	6	91	84	60	74	80	33	47	27	26	63	60	73	26	24	59	45	20.4	25
PLAINVILLE	154	4	93	91	77	85	88	42	60	39	45	75	65	71	27	34	75	49	22.8	18
PLYMOUTH	151	2	91	91	64	75	76	33	44	31	25	70	54	52	19	24	48	43	20.1	26
POMFRET	41	6	90	90	68	88	85	51	63	49	24	80	66	63	20	29	61	49	23.5	10
PORTLAND	97	5	95	97	73	89	89	51	73	55	51	85	74	86	40	45	84	64	26.0	7
PRESTON	38	4	95	92	71	82	87	47	74	63	45	84	74	74	37	39	68	68	25.9	16
PUTNAM	92	6	91	84	53	66	78	34	37	20	26	57	52	61	42	21	63	38	20.4	24
REDDING	84	5	98	96	79	92	90	58	76	65	60	88	75	73	43	55	84	76	27.0	7
RIDGEFIELD	272	5	96	95	81	90	92	56	74	65	51	87	72	85	56	44	78	69	27.7	5
ROCKY HILL	114	4	98	89	79	91	88	47	59	49	52	86	67	79	32	28	75	61	25.0	5
SALEM	47	5	89	83	51	68	68	43	47	34	36	70	64	74	26	30	77	51	20.5	32
SALISBURY	24	6	92	83	75	83	71	58	63	58	50	79	75	92	33	46	58	58	23.8	17
SCOTLAND	13	6	77	92	62	46	62	38	46	38	31	62	46	62	31	38	54	31	20.4	38
SEYMOUR	125	5	94	93	59	82	82	44	49	41	34	79	64	66	31	26	69	48	23.0	11
SHARON	17	6	82	100	53	88	76	41	41	47	24	65	47	65	24	35	59	35	21.1	29
SHELTON	290	3	95	93	69	86	87	49	64	44	42	84	71	86	30	29	61	55	24.4	12
SHERMAN	28	6	89	89	68	89	82	46	64	50	39	82	75	82	39	61	64	61	25.6	4
SIMSBURY	259	4	95	93	81	89	92	55	72	62	63	85	77	78	45	41	80	60	26.8	5

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0313A3

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 1 OF 2

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 79
of the 144 items correct

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS | COMPUTATIONAL SKILLS | TOTAL MATHEMATICS

DISTRICT	# OF STUDENTS TESTED	TOC	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE: order whole numbers less than 100,000	id place value & use expanded notation	rename whole numbers by regrouping	round whole numbers	mult/div numbers by 10 & 100	id equivalent fractions using pictures	id equivalent fractions & mixed numbers	identify decimals from pictures	extend patterns	id procedure for making estimates	add/subt whole numbers and money amounts	multiplication and division facts	multiply whole numbers by 1-digit numbers	divide whole numbers by 1-digit numbers	add/subt fractions - like denominators	add/subt fractions - unlike denominators	add/subt fractions - unlike denominators w/regrouping	find fractional parts of whole numbers	est sum/diff of whole #'s and money	est prod/quot of whole #'s and money	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
SOMERS	87	4	99	95	17	53	85	77	62	60	99	93	94	98	97	87	83	41	28	19	64	69	25.9	7
SOUTHINGTON	455	3	96	94	17	63	70	67	54	55	95	88	85	99	94	82	82	56	37	26	63	67	24.5	13
SOUTH WINDSOR	256	2	93	84	12	48	74	68	68	58	92	82	89	96	96	89	82	75	66	27	61	72	25.4	13
SPRAGUE	33	4	91	79	3	42	52	45	39	39	85	76	76	91	85	73	82	45	12	15	48	48	20.6	21
STAFFORD	103	5	93	91	33	61	67	69	50	62	94	91	83	95	90	78	76	62	46	46	55	53	24.3	16
STAMFORD	719	1	91	90	15	53	68	56	49	52	89	77	91	97	94	83	82	50	40	28	53	64	22.6	23
STERLING	22	6	95	86	14	50	50	82	36	41	68	86	86	100	91	86	73	64	36	23	64	68	23.3	14
STONINGTON	158	4	97	94	19	60	73	63	54	65	92	93	89	100	97	92	89	77	52	33	67	69	25.4	8
STRATFORD	370	2	96	92	15	61	71	60	54	49	92	81	92	96	96	88	82	51	48	41	51	57	23.8	14
SUFFIELD	137	4	95	93	20	64	73	60	50	56	93	88	92	96	98	86	84	43	33	36	64	64	24.9	12
THOMASTON	63	4	90	95	8	40	73	59	41	52	87	83	81	97	95	78	67	29	8	11	48	48	21.1	17
THOMPSON	70	6	97	96	10	63	71	51	56	59	96	87	96	97	97	89	79	46	33	27	56	57	23.7	7
TOLLAND	161	5	98	91	17	58	77	66	62	63	92	86	87	96	91	86	86	66	37	27	59	66	24.5	11
TORRINGTON	266	3	94	94	16	68	69	58	57	49	90	86	88	94	92	85	83	53	52	39	55	58	24.0	12
TRUMBULL	340	2	97	95	20	61	82	72	55	51	93	91	92	96	94	92	86	72	54	36	73	72	26.4	8
UNION	7	6	100	86	14	100	57	29	43	86	100	100	100	100	86	100	100	71	57	14	57	71	24.9	14
VERNON	307	3	95	95	20	68	62	67	64	60	94	81	92	93	95	82	88	58	45	40	63	61	24.9	12
VOLUNTOWN	22	6	95	86	14	52	57	43	29	19	95	52	95	100	90	86	52	24	10	38	38	38	19.4	25
WALLINGFORD	401	3	95	93	15	59	70	61	56	52	95	88	88	98	93	86	86	55	35	28	62	71	24.4	10
WATERBURY	887	1	85	80	10	43	48	37	33	39	84	62	77	87	85	65	65	29	26	24	33	40	17.6	42
WATERFORD	155	4	96	94	27	70	69	63	60	56	95	86	90	99	95	87	79	54	48	47	58	63	25.4	7
WATERTOWN	169	2	99	91	15	49	75	55	56	53	95	83	91	99	95	92	85	42	37	24	58	78	24.5	8
WESTBROOK	52	6	100	98	29	88	83	83	60	63	100	98	94	98	90	92	92	73	42	46	75	83	28.5	2
WEST HARTFORD	526	2	95	95	34	62	81	76	69	67	93	90	91	97	96	88	86	71	60	38	73	68	26.6	8
WEST HAVEN	375	2	98	98	52	68	82	83	73	78	97	92	95	98	98	91	88	75	63	49	77	80	28.3	3
WESTON	104	5	94	94	25	72	76	75	57	70	97	92	89	98	95	86	85	78	63	43	77	69	27.4	6
WESTPORT	210	3	99	98	42	71	86	75	71	63	97	97	91	99	99	89	94	71	58	48	78	75	27.8	5
WETHERSFIELD	223	2	95	94	18	73	80	71	58	61	95	89	91	98	96	89	88	72	48	40	74	73	26.6	5

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0310A3

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 2 OF 2

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 79
of the 144 items correct

DISTRICT	# OF STUDENTS TESTED	TOC	OBJECTIVES TESTED: PROBLEM SOLVING AND APPLICATIONS — Interpret graphs, tables, charts	Id graph best fitting given data	Id number sentences from problems	Solve 1-step probs--whole #'s and $	Solve problems involving making change	Solve 1-step problems involving fractions	Solve 2-step probs--whole #'s and $	Estimate reasonable answer	Id & solve extraneous info problems	Id needed info in problem situations	Solve process prob--data organization	OBJECTIVES TESTED: MEASUREMENT/GEOMETRY — Identify geometric figures	Measure/determine lengths and areas	Estimate lengths and areas	Pick approp metric/cust unit & measure	Determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
			SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																	
SOMERS	87	4	99	98	80	91	88	52	80	67	49	91	74	74	43	45	69	65	25.9	7
SOUTHINGTON	455	3	94	91	69	86	84	52	69	48	48	80	68	73	35	39	65	59	24.5	13
SOUTH WINDSOR	256	2	96	94	78	89	89	49	70	55	44	81	72	77	41	41	64	63	25.4	13
SPRAGUE	33	4	94	94	73	79	91	48	45	33	30	73	52	73	24	15	67	39	20.6	21
STAFFORD	103	5	97	91	65	83	86	47	55	46	40	72	52	87	51	32	69	57	24.3	16
STAMFORD	719	1	84	88	63	78	82	40	55	44	35	69	62	63	31	32	57	49	22.6	23
STERLING	22	6	100	91	64	73	82	41	50	27	41	50	82	91	50	45	68	77	23.3	14
STONINGTON	158	4	92	95	68	85	85	45	63	45	46	78	60	87	41	42	77	61	25.4	8
STRATFORD	370	2	92	88	70	85	87	44	60	42	38	76	65	76	37	32	62	56	23.8	14
SUFFIELD	137	4	96	92	76	87	82	50	72	49	47	77	70	81	30	38	71	68	24.9	12
THOMASTON	63	4	94	90	68	75	81	29	60	46	38	71	54	51	22	33	71	37	21.1	17
THOMPSON	70	6	94	99	67	86	86	37	61	50	46	79	60	87	16	29	67	44	23.7	7
TOLLAND	161	5	93	95	78	84	78	55	66	50	39	79	66	64	22	40	75	60	24.5	11
TORRINGTON	266	3	92	90	71	85	83	42	57	43	39	78	69	83	38	31	68	51	24.0	12
TRUMBULL	340	2	96	95	76	87	86	54	71	56	49	83	77	84	48	41	77	66	26.4	8
UNION	7	6	100	86	71	57	71	14	43	29	43	86	86	100	57	14	86	71	24.9	14
VERNON	307	3	95	89	73	87	85	51	66	49	45	80	67	78	34	35	70	66	24.9	12
VOLUNTOWN	22	6	95	81	52	76	76	29	29	33	29	62	57	86	24	24	81	24	19.4	25
WALLINGFORD	401	3	95	90	70	86	86	46	66	50	42	79	73	79	32	36	64	61	24.4	10
WATERBURY	887	1	74	74	48	62	66	26	34	21	20	53	45	57	23	20	50	35	17.6	42
WATERFORD	155	4	95	92	76	84	87	51	65	47	45	83	71	92	46	35	68	63	25.4	7
WATERTOWN	169	2	95	95	79	88	84	49	67	48	46	84	72	78	22	37	71	61	24.5	8
WESTBROOK	52	6	100	96	88	90	92	71	77	65	69	94	79	98	44	37	94	62	28.5	2
WEST HARTFORD	526	2	94	93	72	86	86	58	70	57	47	85	69	79	45	48	72	69	26.6	8
WEST HAVEN	375	2	95	98	80	91	93	60	74	58	54	92	79	86	60	39	73	59	28.3	3
WESTON	104	5	97	96	81	92	89	60	75	61	54	88	73	88	55	49	77	69	27.4	6
WESTPORT	210	3	95	96	79	90	90	60	75	64	53	83	76	76	58	44	72	72	27.8	5
WETHERSFIELD	223	2	96	96	75	89	86	54	70	57	57	85	74	75	49	44	81	64	26.6	5

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CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT
GRADE 6

MATHEMATICS 1 OF 2

PAGE 6

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 79
of the 144 items correct

DISTRICT	# OF STUDENTS TESTED	TOC	OBJECTIVES TESTED: CONCEPTUAL UNDERSTANDINGS — Id place value & use expanded notation for whole numbers less than 100,000	Order whole numbers	Rename whole numbers by regrouping	Round whole numbers	Mult/div numbers by 10 & 100	Id equivalent fractions using pictures	Id equivalent fractions & mixed numbers	Identify decimals from pictures	Extend patterns	Id procedure for making estimates	Add/subt whole numbers and money amounts	Multiplication and division facts	Multiply whole numbers and money amounts	Divide whole numbers by 1-digit numbers	Add/subt fractions - like denominators	Add/subt fractions - unlike denominators w/regrouping	Find fractional parts of whole numbers	Est sum/diff of whole #'s and money	Est prod/quot of whole #'s and money	TOTAL MATHEMATICS — Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
WILLINGTON	71	5	94	87	20	61	65	59	51	46	92	89	83	83	90	70	79	56	11	21	51	46	22.0	18
WILTON	202	4	98	95	27	62	82	76	64	64	95	85	92	97	97	91	92	72	51	42	69	76	27.3	8
WINCHESTER	108	6	94	94	13	69	55	56	50	49	94	89	80	95	90	67	79	42	22	27	56	55	22.8	15
WINDHAM	173	6	90	94	13	45	45	41	35	54	89	74	72	84	82	59	75	35	19	14	41	42	19.2	34
WINDSOR	263	2	96	95	24	58	76	72	59	58	94	83	89	97	94	86	76	64	58	25	58	62	24.6	17
WINDSOR LOCKS	119	4	98	92	8	56	74	60	59	55	94	87	90	92	96	87	85	54	32	15	59	71	23.5	11
WOLCOTT	150	2	96	98	28	69	75	62	57	55	95	95	93	99	98	93	82	80	41	23	65	76	25.4	5
WOODBRIDGE	97	4	96	97	21	62	82	85	68	68	94	91	91	99	92	87	92	81	62	37	72	71	26.9	3
WOODSTOCK	59	6	95	83	19	47	73	63	64	59	95	88	88	90	93	73	90	39	32	22	61	61	24.3	10
REGIONAL NO. 6	57	6	96	96	25	51	82	61	63	67	95	81	89	95	91	84	95	74	49	25	51	75	25.5	7
REGIONAL NO. 10	162	5	97	99	31	65	67	75	61	64	96	90	90	89	94	77	86	59	35	27	67	60	25.2	9
REGIONAL NO. 12	69	6	96	88	19	67	71	70	68	54	99	86	91	97	96	86	88	64	43	33	61	67	26.1	12
REGIONAL NO. 13	113	5	94	91	24	55	67	68	57	54	91	91	91	95	90	84	88	50	31	23	62	67	24.6	11
REGIONAL NO. 14	108	4	96	95	15	65	82	61	62	74	95	86	86	96	95	90	82	47	31	28	66	62	25.3	11
REGIONAL NO. 15	213	4	97	89	17	52	75	72	61	59	97	92	90	100	99	90	77	59	51	24	65	66	25.5	8
REGIONAL NO. 16	156	4	94	88	10	44	72	60	51	60	92	84	87	98	97	83	72	47	35	19	55	65	23.0	19
REGIONAL NO. 17	128	6	95	91	18	62	62	60	52	51	91	86	88	97	92	88	88	65	26	28	69	66	24.0	11
REGIONAL NO. 18	105	6	98	95	27	57	80	69	67	50	90	83	88	96	94	83	86	66	44	27	68	74	25.5	16

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STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 2 OF 2

PAGE 6

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 79
of the 144 items correct

OBJECTIVES TESTED

PROBLEM SOLVING AND APPLICATIONS | MEASUREMENT/ GEOMETRY | TOTAL MATHEMATICS

DISTRICT	# OF STUDENTS TESTED	TOC	Interpret graphs, tables, charts	Id graph best fitting given data	Id number sentences from problems	Solve 1-step probs--whole #'s and $	Solve problems involving making change	Solve 2-step probs--whole #'s and $	Solve 1-step problems involving fractions	Estimate reasonable answer	Id & solve extraneous info problems	Id needed info in problem situations	Solve process prob--data organization	Identify geometric figures	Measure/determine perimeter/areas	Estimate lengths and areas	Pick approp metric/cust unit & measure	Determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
WILLINGTON	71	5	90	90	72	76	80	39	48	39	30	80	66	66	15	28	69	46	22.0	18
WILTON	202	4	96	95	83	91	89	63	75	66	55	91	76	79	41	50	83	72	27.3	8
WINCHESTER	108	6	93	87	72	81	79	36	59	39	42	79	65	77	23	36	77	62	22.8	15
WINDHAM	173	6	85	83	57	71	77	30	42	31	25	63	52	57	25	25	44	35	19.2	34
WINDSOR	263	2	93	86	66	83	82	46	62	51	42	78	63	78	47	33	71	57	24.6	17
WINDSOR LOCKS	119	4	92	90	73	84	80	43	63	42	37	77	68	74	23	31	58	56	23.5	11
WOLCOTT	150	2	95	97	71	87	91	44	67	43	41	79	71	80	25	38	69	55	25.4	5
WOODBRIDGE	97	4	96	92	78	93	88	50	70	60	40	86	63	95	42	43	74	63	26.9	3
WOODSTOCK	59	6	97	97	80	86	86	51	56	51	53	90	69	75	31	46	76	54	24.3	10
REGIONAL NO. 6	57	6	91	93	74	91	82	44	70	58	47	81	70	77	60	39	75	53	25.5	7
REGIONAL NO. 10	162	5	99	95	76	86	89	51	62	48	42	78	80	75	31	47	69	60	25.2	9
REGIONAL NO. 12	69	6	93	94	78	90	84	52	72	57	55	84	75	91	59	46	83	58	26.1	12
REGIONAL NO. 13	113	5	96	89	71	88	82	50	67	47	48	84	76	78	32	41	81	58	24.6	11
REGIONAL NO. 14	108	4	97	93	78	87	89	46	69	63	50	81	79	81	32	34	77	61	25.3	11
REGIONAL NO. 15	213	4	95	93	83	90	88	53	69	57	53	82	74	79	30	35	72	65	25.5	8
REGIONAL NO. 16	156	4	88	88	64	79	81	37	54	44	40	73	64	82	27	39	72	49	23.0	19
REGIONAL NO. 17	128	6	96	89	67	76	84	40	55	39	35	84	63	91	26	42	72	63	24.0	11
REGIONAL NO. 18	105	6	95	84	79	82	85	59	67	51	44	79	70	90	44	39	79	67	25.5	16

SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

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CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT
GRADE 6

MATHEMATICS 1 OF 2

PAGE 7

DATE TESTED: 10-86

Mastery Criteria for each objective is
3 of the 4 items correct
Remedial Standard is 79
of the 144 items correct

DISTRICT	# OF STUDENTS TESTED	TOC	OBJECTIVES TESTED: CONCEPTUAL UNDERSTANDINGS — id place value & use expanded notation	order whole numbers less than 100,000	rename whole numbers by regrouping	round whole numbers	mult/div numbers by 10 & 100	id equivalent fractions using pictures	id equivalent fractions & mixed numbers	identify decimals from pictures	extend patterns	id procedure for making estimates	COMPUTATIONAL SKILLS — add/subt whole numbers and money amounts	multiplication and division facts	multiply whole numbers and money amounts	divide whole numbers by 1-digit numbers	add/subt fractions - like denominators	add fracts-like denominators w/regrouping	add/subt fractions - unlike denominators	find fractional parts of whole #'s and numbers	est sum/diff of whole #'s and money	est prod/quot of whole #'s and money	TOTAL MATHEMATICS — Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
TOC 1 TOTAL	5,278		87	83	9	39	51	36	33	38	82	68	83	91	89	72	73	31	25	19	38	47	18.1	39
TOC 2 TOTAL	6,323		95	93	22	60	75	67	59	57	93	86	90	96	95	87	84	63	49	34	63	68	25.2	12
TOC 3 TOTAL	6,955		93	91	17	56	65	58	50	52	91	81	85	95	92	79	80	49	35	26	53	59	22.7	19
TOC 4 TOTAL	5,906		96	93	18	61	74	66	57	59	94	87	89	97	94	85	83	57	40	30	62	65	24.9	12
TOC 5 TOTAL	3,352		95	93	20	61	71	66	55	58	94	87	87	95	93	84	84	59	39	30	61	63	24.6	12
TOC 6 TOTAL	2,223		94	91	17	58	65	59	51	53	92	82	86	95	92	79	80	52	34	26	55	61	23.2	17
STATE TOTAL	30,037		94	90	17	55	67	59	51	53	91	82	87	95	93	81	81	52	38	28	56	61	23.1	19

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STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — MATHEMATICS 2 OF 2

PAGE 7

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Remedial Standard is 79
of the 144 items correct

DISTRICT	# OF STUDENTS TESTED	TOC	OBJECTIVES TESTED: PROBLEM SOLVING AND APPLICATIONS — Interpret graphs, tables, charts	Id graph best fitting given data	Id number sentences from problems	Solve 1-step problems--whole #'s and $	Solve 1-step problems involving making change	Solve 2-step probs--whole #'s and $	Solve problems involving fractions	Estimate reasonable answer	Id & solve extraneous info problems	Id needed info in problem situations	Solve process prob--data organization	MEASUREMENT/GEOMETRY — Identify geometric figures	measure/determine perimeters/areas	Estimate lengths and areas	Pick approp metric/cust unit & measure	TOTAL MATHEMATICS — determine elapsed time	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis
			SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																	
TOC 1 TOTAL	5,278		72	78	48	63	73	24	34	23	21	56	46	53	20	18	46	30	18.1	39
TOC 2 TOTAL	6,323		93	92	73	86	85	51	66	52	45	81	69	79	40	38	68	60	25.2	12
TOC 3 TOTAL	6,955		89	88	65	78	81	41	55	41	36	75	62	73	31	31	63	51	22.7	19
TOC 4 TOTAL	5,906		95	92	74	86	86	49	65	51	44	81	68	78	37	38	73	61	24.9	12
TOC 5 TOTAL	3,352		95	93	73	85	85	49	64	49	43	80	68	75	37	38	72	59	24.6	12
TOC 6 TOTAL	2,223		92	89	69	80	80	43	57	43	39	74	63	77	34	34	70	53	23.2	17
STATE TOTAL	30,037		89	89	66	79	82	43	57	43	38	75	63	72	33	33	65	52	23.1	19

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APPENDIX I

State by District Report - October 1986

Grade Six Language Arts Test Results

STATE BY DISTRICT REPORT

GRADE 6

CONNECTICUT MASTERY TESTING PROGRAM

LANGUAGE ARTS

DATE TESTED: 10-86

DISTRICT	# OF STUDENTS TESTED	TOC	Capitalization & Punctuation	Spelling/Homonyms/Abbreviations	Agreement	Tone	Locating Information	Notetaking and Outlining	Literal	Inferential and Evaluative	Literal	Inferential	Evaluative	Average Number of Objectives Mastered	Below 50	50-55	56+	Average DRP Score	% of Students Needing Further Diagnosis	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis
MASTERY CRITERIA (# CORRECT/ # POSSIBLE)			9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14															
SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																												
ANDOVER	25	4	88	72	92	84	96	80	74	84	68	72	72	8.8	24	12	64	55	24	12	24	28	24	12	0	0	4.0	36
ANSONIA	156	5	70	83	73	74	78	65	69	62	44	49	45	7.1	27	17	55	55	27	7	20	28	33	9	2	1	4.3	27
ASHFORD	37	6	76	49	84	73	81	68	70	62	62	41	57	7.2	38	11	51	54	38	5	32	27	24	5	5	0	4.1	38
AVON	131	4	92	90	89	90	95	89	78	88	76	81	85	9.5	13	12	75	60	13	6	8	28	19	16	12	9	5.0	15
BARKHAMSTED	33	6	88	79	85	94	91	91	79	91	82	76	70	9.2	6	9	85	62	6	6	15	9	24	18	21	6	5.2	21
BERLIN	171	4	84	83	85	79	86	88	73	82	63	63	73	8.6	8	22	70	60	8	6	10	37	20	11	13	4	4.6	15
BETHANY	67	4	90	84	90	84	87	82	85	87	76	67	76	9.1	13	16	70	60	13	10	16	31	21	12	4	4	4.4	23
BETHEL	221	4	68	75	79	78	83	79	66	69	48	56	50	7.5	32	17	51	54	32	6	10	23	20	19	14	9	5.1	15
BLOOMFIELD	188	2	59	78	72	68	78	66	56	56	49	48	43	6.7	39	14	47	52	39	11	23	32	16	8	8	2	4.3	36
BOLTON	51	4	75	75	82	88	90	75	75	71	59	53	69	8.1	6	31	63	59	6	4	20	24	29	8	12	4	4.3	24
BOZRAH	27	5	78	81	81	70	93	78	59	70	52	63	44	7.7	30	15	56	55	30	7	22	19	37	0	15	0	4.4	30
BRANFORD	218	4	69	73	79	72	84	75	65	71	57	61	59	7.7	30	17	53	54	30	7	17	27	25	13	7	3	4.4	29
BRIDGEPORT	1,215	1	48	50	59	57	69	53	42	35	28	21	21	4.9	60	19	21	48	60	12	20	36	20	8	4	1	4.1	32
BRISTOL	477	3	70	74	80	83	87	74	67	69	57	60	60	7.8	18	18	63	59	18	11	15	35	19	10	8	2	4.3	26
BROOKFIELD	177	4	85	88	87	88	89	83	71	78	63	67	65	8.7	22	16	62	56	22	6	8	15	32	25	9	6	5.1	19
BROOKLYN	67	6	66	61	84	64	70	60	67	69	45	43	39	6.5	48	13	39	49	48	6	23	44	15	12	0	0	4.0	29
CANAAN	8	6	88	88	100	75	100	88	88	100	75	88	88	9.8	0	13	88	62	0	0	13	13	38	38	0	0	5.0	13
CANTERBURY	42	6	80	68	78	75	80	73	76	71	60	58	65	7.8	38	13	48	54	38	0	23	25	16	18	10	8	4.9	23
CANTON	88	4	85	82	82	82	84	83	86	86	69	75	81	9.0	20	10	69	59	20	5	10	36	23	10	9	7	4.8	19
CHAPLIN	29	6	59	66	79	66	83	76	62	66	59	45	52	7.1	31	21	48	55	31	3	7	28	31	14	10	7	5.0	10
CHESHIRE	294	2	80	83	87	84	87	86	78	83	65	73	74	8.8	19	12	69	59	19	3	12	24	17	20	14	11	5.3	15
CHESTER	37	6	81	70	86	84	84	84	81	81	62	73	73	8.6	19	11	70	59	19	5	14	11	11	30	22	8	5.4	19
CLINTON	166	5	75	75	80	75	82	72	67	60	51	56	51	7.4	34	14	52	54	34	10	18	36	18	13	3	1	4.3	26
COLCHESTER	117	5	81	68	84	83	88	86	74	73	60	61	66	8.2	19	18	63	58	19	2	9	39	22	15	9	3	4.6	10
COLEBROOK	8	6	100	50	100	75	100	100	75	75	50	25	75	8.3	13	50	38	58	13	0	50	13	25	13	0	0	4.0	50
COLUMBIA	50	5	82	60	80	64	72	88	86	84	66	66	70	8.2	32	8	60	55	32	12	8	24	27	16	8	4	4.3	20
CORNWALL	5	6	100	100	100	100	100	100	100	80	100	100	100	10.8	0	0	100	73	0	0	20	20	40	0	20	0	4.8	20
COVENTRY	97	4	80	78	82	82	84	84	80	76	67	70	69	8.6	22	11	67	59	22	1	6	25	27	24	8	4	5.3	7

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STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — LANGUAGE ARTS

DATE TESTED: 10-86

DISTRICT	# OF STUDENTS TESTED	TOC	Writing Mechanics: capitalization & punctuation	Writing Mechanics: spelling/homonyms/abbreviations	Writing Mechanics: agreement	Locating Information: tone	Locating Information: locating information	Listening Comprehension: notetaking and outlining	Listening Comprehension: literal	Listening Comprehension: inferential and evaluative	Reading Comprehension: literal	Reading Comprehension: inferential	Reading Comprehension: evaluative	Total Language Arts: Average Number of Objectives Mastered	Degrees of Reading Power (DRP): Below 50	Degrees of Reading Power (DRP): 50-55	Degrees of Reading Power (DRP): 56+	Writing Sample: Average DRP Score	Writing Sample: % of Students Needing Further Diagnosis	Writing Sample: 2	Writing Sample: 3	Writing Sample: 4	Writing Sample: 5	Writing Sample: 6	Writing Sample: 7	Writing Sample: 8	Writing Sample: Average Holistic Score	Writing Sample: % of Students Needing Further Diagnosis	
MASTERY CRITERIA (# CORRECT/# POSSIBLE)			9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14																
			SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																										
CROMWELL	90	4	77	66	78	81	90	81	68	74	64	67	59	8.0	27	21	52	55	27	10	11	28	27	12	7	6	4.6	21	
DANBURY	490	3	78	76	82	81	90	78	64	69	57	55	54	7.9	27	18	54	55	27	7	15	24	25	15	12	4	4.3	23	
DARIEN	183	2	92	87	94	93	97	92	84	82	69	75	74	9.4	10	18	72	60	10	4	2	12	26	21	14	16	5.6	6	
DEEP RIVER	45	6	80	84	84	76	87	78	87	80	64	60	76	8.6	22	11	67	58	22	5	9	18	27	7	25	11	5.4	14	
DERBY	73	5	59	71	70	71	77	70	67	63	53	42	41	6.8	37	14	49	52	37	10	15	30	15	23	4	3	4.5	25	
EASTFORD	11	6	55	55	82	64	64	45	91	64	18	18	27	5.8	55	9	36	50	55	36	36	27	0	0	0	0	2.9	73	
EAST GRANBY	43	4	84	84	93	93	91	74	60	77	72	77	65	8.7	9	12	79	60	9	7	2	40	28	9	12	2	4.3	9	
EAST HADDAM	79	5	85	80	85	85	90	80	84	82	62	68	62	8.6	18	16	66	58	18	3	12	28	21	18	12	8	5.1	14	
EAST HAMPTON	97	5	88	77	85	87	88	84	71	67	73	70	68	8.6	28	11	61	56	28	8	11	31	14	20	11	4	4.8	20	
EAST HARTFORD	348	2	62	74	67	70	82	66	58	62	47	47	43	6.8	37	22	40	52	37	9	15	33	19	13	8	3	4.5	24	
EAST HAVEN	154	2	67	67	76	64	68	65	57	58	46	44	50	6.6	42	17	41	51	42	10	12	31	28	13	5	1	4.4	22	
EAST LYME	177	4	81	77	83	89	93	84	80	84	73	75	73	8.9	18	9	73	60	18	6	10	32	22	12	13	5	4.8	17	
EASTON	82	4	83	78	94	90	96	84	77	80	70	68	77	9.0	11	15	74	60	11	10	6	21	37	11	12	4	4.8	16	
EAST WINDSOR	90	4	74	82	80	76	82	77	74	69	43	58	58	7.7	36	13	51	54	36	4	11	38	22	13	10	0	4.6	16	
ELLINGTON	119	4	84	88	82	78	92	81	74	78	66	66	69	8.6	17	11	72	60	17	0	12	18	24	19	14	12	5.4	13	
ENFIELD	395	3	74	74	84	86	88	78	66	68	54	51	56	7.8	32	17	51	55	32	6	11	34	22	16	7	3	4.7	13	
ESSEX	40	6	85	88	93	88	98	90	75	83	75	80	83	9.4	10	8	83	61	10	0	5	25	20	23	20	8	5.5	5	
FAIRFIELD	420	2	84	77	88	86	92	86	73	80	71	71	73	8.9	18	11	71	59	18	3	7	27	22	19	13	8	5.2	10	
FARMINGTON	156	4	88	87	95	92	97	80	79	86	72	71	70	9.3	8	17	74	60	8	4	6	21	18	24	16	11	5.4	11	
FRANKLIN	19	5	68	74	84	74	79	89	89	89	58	68	47	8.2	16	16	68	57	16	37	11	16	16	11	5	5	3.9	47	
GLASTONBURY	321	4	83	83	87	87	90	87	76	80	65	74	74	8.9	25	12	63	57	25	6	8	14	23	17	14	19	5.6	13	
GRANBY	111	4	83	77	88	88	92	81	73	69	66	69	69	8.6	19	15	66	60	19	9	11	18	20	10	21	11	5.2	20	
GREENWICH	420	2	76	78	87	87	90	82	79	81	71	73	71	8.8	15	13	72	60	15	4	13	30	21	16	10	6	4.9	17	
GRISWOLD	109	4	66	78	74	74	73	63	65	54	40	40	41	6.7	44	25	31	50	44	18	18	19	22	11	10	1	4.2	37	
GROTON	369	3	74	70	81	75	87	72	65	63	61	58	58	7.7	29	14	58	55	29	4	14	25	23	17	10	8	4.9	18	
GUILFORD	236	4	83	79	82	79	86	86	78	76	60	67	67	8.4	22	10	60	57	22	3	7	17	27	19	15	13	5.5	10	
HAMDEN	326	2	75	76	79	78	89	75	65	67	60	60	61	7.8	29	15	56	55	29	4	15	31	24	13	10	3	4.7	19	
HAMPTON	16	5	81	88	88	94	94	81	81	81	63	69	75	8.9	6	25	69	61	6	6	13	0	25	25	31	0	5.4	19	

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STATE BY DISTRICT REPORT

GRADE 6

CONNECTICUT MASTERY TESTING PROGRAM

LANGUAGE ARTS

DATE TESTED: 10-86

| | | | OBJECTIVES TESTED | | |

STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — LANGUAGE ARTS

DATE TESTED: 10-86

DISTRICT	# OF STUDENTS TESTED	TOC	Capitalization & Punctuation	Spelling/Homonyms/Abbreviations	Agreement	Tone	Locating Information	Notetaking and Outlining	Literal	Inferential and Evaluative	Literal	Inferential	Evaluative	Average Number of Objectives Mastered	Below 50	50-55	56+	Average DRP Score	% of Students Needing Further Diagnosis	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis
MASTERY CRITERIA (# CORRECT/ # POSSIBLE)			9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14															
			SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																									
NORFOLK	13	6	77	77	85	69	92	38	69	69	54	46	46	7.2	54	0	46	51	54	8	8	23	38	15	8	0	4.7	15
NORTH BRANFORD	174	4	81	79	81	82	83	75	64	71	53	57	56	7.8	34	17	49	54	34	5	13	27	20	18	10	6	4.9	16
NORTH CANAAN	34	6	71	65	82	71	82	74	56	53	41	44	47	6.9	26	38	35	53	26	3	6	21	35	18	9	9	5.2	9
NORTH HAVEN	218	2	78	76	88	89	92	86	73	78	66	65	67	8.6	17	17	66	58	17	4	11	19	22	19	13	11	5.3	15
NORTH STONINGTON	66	5	82	71	80	86	92	92	64	83	64	68	70	8.5	20	20	61	57	20	2	12	27	24	14	17	5	5.0	14
NORWALK	648	3	59	70	69	62	73	62	53	52	43	41	43	6.4	49	16	36	49	49	14	17	28	21	10	7	4	4.3	31
NORWICH	346	3	76	77	77	74	86	69	64	64	55	56	56	7.6	29	17	54	55	29	16	19	25	24	8	5	3	4.1	35
OLD SAYBROOK	104	5	72	74	77	80	88	77	64	67	60	64	65	7.9	24	18	57	56	24	10	11	18	26	21	9	6	4.9	20
ORANGE	159	2	93	87	91	88	94	91	74	82	71	76	76	9.3	11	13	76	61	11	4	9	21	26	23	13	5	5.1	13
OXFORD	96	5	75	74	81	71	79	73	59	68	52	55	55	7.4	36	18	46	53	36	8	22	24	13	19	11	3	4.6	31
PLAINFIELD	174	6	70	67	74	65	78	61	61	59	41	45	42	6.6	45	17	37	50	45	17	26	29	16	8	3	1	3.8	43
PLAINVILLE	155	4	82	76	75	73	83	75	68	62	51	56	61	7.6	29	18	53	55	29	8	16	28	20	16	10	2	4.6	29
PLYMOUTH	151	2	65	63	74	70	76	65	62	60	39	42	44	6.6	39	19	42	52	39	15	17	32	21	9	3	3	4.1	33
POMFRET	41	6	78	63	83	88	90	88	78	63	49	66	73	8.2	20	17	63	58	20	5	10	23	15	23	21	3	5.1	15
PORTLAND	97	5	81	89	84	87	91	82	74	87	78	85	80	9.2	12	19	69	60	12	3	4	22	33	20	11	7	5.3	7
PRESTON	38	4	82	84	76	79	82	71	84	76	63	71	66	8.3	24	13	63	57	24	11	16	29	18	21	3	3	4.9	26
PUTNAM	92	6	59	62	70	68	78	64	46	54	40	45	47	6.3	39	17	43	52	39	12	14	22	23	9	16	3	4.3	26
REDDING	84	5	90	82	86	87	94	90	81	88	75	77	80	9.3	11	6	83	62	11	2	14	22	31	12	14	4	4.9	13
RIDGEFIELD	272	5	88	84	88	87	91	87	81	84	71	74	73	9.1	15	15	70	60	15	2	7	30	24	17	11	8	5.1	9
ROCKY HILL	115	4	75	85	89	83	92	89	74	77	63	72	73	8.7	17	16	68	59	17	1	4	41	21	20	6	7	5.0	9
SALEM	47	5	72	74	74	66	72	64	79	85	62	68	66	7.8	32	9	60	54	32	2	21	28	28	13	6	2	4.6	23
SALISBURY	24	6	79	92	92	79	92	79	71	75	63	67	79	8.7	8	17	75	61	8	4	8	25	17	29	13	4	5.1	13
SCOTLAND	12	6	42	42	67	67	75	67	58	75	50	58	50	6.5	50	8	42	50	50	17	33	25	0	25	0	0	3.6	50
SEYMOUR	125	5	78	80	88	81	89	77	66	77	65	57	66	8.3	18	14	69	59	18	7	16	20	22	23	9	2	4.3	23
SHARON	17	6	76	71	71	71	82	76	65	82	65	71	35	7.6	24	24	53	58	24	18	29	12	12	24	6	0	4.1	41
SHELTON	291	3	80	87	84	82	90	75	68	68	59	59	59	8.1	19	16	65	58	19	5	9	19	23	22	14	8	5.2	14
SHERMAN	28	6	86	96	86	96	96	86	54	75	68	68	64	8.8	14	21	64	60	14	4	0	4	18	7	29	39	6.1	4
SIMSBURY	259	4	91	88	86	88	95	89	82	84	78	80	83	9.5	13	11	76	61	13	1	5	25	20	19	18	12	5.5	6

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STATE BY DISTRICT REPORT

GRADE 6

CONNECTICUT MASTERY TESTING PROGRAM

LANGUAGE ARTS

PAGE 5

DATE TESTED: 10-86

DISTRICT	# OF STUDENTS TESTED	TOC	Capitalization & Punctuation	Spelling/Homophones/Abbreviations	Agreement	Usage	Locating Information	Notetaking and Outlining	Literal	Inferential and Evaluative	Literal	Inferential	Evaluative	Average Number of Objectives Mastered	Below 50	50-55	56+	Average DRP Score	% of Students Needing Further Diagnosis	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis
MASTERY CRITERIA (# CORRECT/ # POSSIBLE)			9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14															
SUMERS	87	4	90	85	91	89	97	94	82	85	74	77	81	9.4	14	15	71	59	14	1	1	20	21	25	17	17	5.6	4
SOUTHINGTON	455	3	81	84	90	87	92	81	70	71	64	67	71	8.6	22	14	65	57	22	6	11	30	23	15	11	5	4.8	16
SOUTH WINDSOR	256	2	81	76	85	79	86	82	66	72	64	64	63	8.2	25	14	60	56	25	6	12	21	25	17	12	7	5.0	18
SPRAGUE	33	4	70	73	76	79	85	76	70	61	52	55	55	7.5	42	9	48	51	42	3	10	30	43	3	7	3	4.3	13
STAFFORD	103	5	64	74	81	75	80	81	68	70	52	63	59	7.7	28	18	53	55	28	10	23	28	18	9	10	2	4.3	33
STAMFORD	719	1	66	70	74	70	78	68	58	60	47	49	48	6.9	37	17	47	53	37	9	16	28	21	13	9	4	4.6	25
STERLING	21	6	71	76	57	62	76	81	52	67	48	43	67	7.0	24	29	48	56	24	5	5	14	38	24	14	0	5.1	10
STONINGTON	158	4	70	66	83	75	86	73	65	60	51	56	56	7.4	28	23	49	55	28	11	19	32	25	8	4	0	4.1	31
STRATFORD	370	2	76	76	89	81	91	76	61	67	56	56	59	7.9	21	18	61	58	21	7	10	25	23	17	11	8	5.0	13
SUFFIELD	137	4	74	77	88	86	92	88	69	76	64	70	72	8.6	24	12	64	57	24	4	8	24	21	20	12	9	5.1	13
THOMASTON	63	4	62	67	83	62	79	75	67	68	54	49	54	7.2	37	13	51	54	37	13	3	29	29	8	13	6	4.8	16
THOMPSON	70	6	84	79	74	81	94	77	71	67	53	59	51	7.9	24	20	56	56	24	3	19	33	17	11	16	1	4.3	21
TOLLAND	161	5	81	80	84	77	86	80	66	68	68	65	66	8.2	20	17	63	57	20	6	13	21	23	19	14	5	5.0	18
TORRINGTON	266	3	76	65	81	80	88	75	71	71	55	55	60	7.8	30	17	53	55	30	5	12	22	25	13	13	10	5.1	17
TRUMBULL	340	2	83	87	86	86	87	80	68	78	63	65	70	8.5	15	14	71	60	15	8	9	24	23	18	12	5	4.9	17
UNION	7	6	57	86	71	57	86	71	86	86	57	57	57	7.7	29	14	57	57	29	0	0	14	43	29	14	0	5.9	0
VERNON	307	3	76	78	79	80	85	77	70	72	64	63	66	8.1	29	16	55	55	29	4	8	32	19	16	10	11	5.1	13
VOLUNTOWN	22	6	62	55	86	76	81	57	68	55	32	32	59	6.6	24	38	38	52	24	5	25	50	15	5	0	0	3.9	30
WALLINGFORD	401	3	81	82	84	83	87	76	70	72	57	57	59	8.1	27	17	56	55	27	7	16	23	28	13	9	5	4.7	23
WATERBURY	886	1	48	54	61	55	65	50	45	39	33	29	29	5.1	53	19	29	48	53	19	22	31	17	7	3	1	3.8	43
WATERFORD	155	4	83	80	88	90	95	83	75	70	74	75	72	8.9	21	12	68	59	21	5	16	32	30	10	6	2	4.5	28
WATERTOWN	169	2	84	83	89	85	93	79	64	71	65	69	68	8.5	20	15	65	58	20	3	10	24	26	14	10	14	5.2	15
WESTBROOK	52	6	83	67	90	90	98	90	77	75	83	77	85	9.2	4	19	77	61	4	2	15	23	31	13	12	4	4.9	17
WEST HARTFORD	526	2	78	82	86	85	89	83	74	81	67	72	72	8.7	17	12	71	60	17	5	7	24	22	18	15	8	5.2	13
WEST HAVEN	375	2	83	83	91	88	96	81	68	75	73	74	73	8.9	16	12	72	61	16	2	8	32	23	17	13	5	5.0	10
WESTON	104	5	87	91	89	89	97	91	88	89	68	86	84	9.6	15	10	75	60	15	6	10	14	20	17	20	13	5.5	16
WESTPORT	210	3	84	81	93	90	94	86	75	77	64	71	77	8.9	17	11	72	60	17	3	7	22	21	18	18	11	5.4	10
WETHERSFIELD	223	2	78	86	86	83	90	82	75	77	61	67	70	8.6	18	17	65	58	18	4	7	24	27	15	13	10	5.2	10

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STATE BY DISTRICT REPORT

CONNECTICUT MASTERY TESTING PROGRAM — GRADE 6 — LANGUAGE ARTS

DATE TESTED: 10-86

| | | | OBJECTIVES TESTED | | |

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT
GRADE 6

LANGUAGE ARTS

PAGE 7

DATE TESTED: 10-84

| | | | OBJECTIVES TESTED | | |

APPENDIX J

Type of Community Classifications

TYPE OF COMMUNITY

TOC 1 = LARGE CITY - a town with a population of more than 100,000.

TOC 2 = FRINGE CITY - a town contiguous with a large city, and with a population over 10,000.

TOC 3 = MEDIUM CITY - a town with a population between 25,000 and 100,000 and not a Fringe City.

TOC 4 = SMALL TOWN (Suburban) - a town within an SMSA* with a population of less than 25,000, not a Fringe City.

TOC 5 = SMALL TOWN (Emerging Suburban) - a town with a population of less than 25,000 included in what was a proposed 1980 SMSA but not included in a 1970 SMSA.

TOC 6 = SMALL TOWN (Rural) - a town not included in an SMSA, with a population of less than 25,000.

*Standard Metropolitan Statistical Area

APPENDIX K

Student Participation Rates

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1986-1987

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
ANDOVER	25	25	0.0	100.0	100.0	100.0	100.0
ANSONIA	162	157	3.1	99.4	98.1	100.0	98.7
ASHFORD	37	37	0.0	100.0	100.0	100.0	100.0
AVON	134	131	2.2	100.0	100.0	100.0	100.0
BARKHAMSTED	33	33	0.0	100.0	100.0	100.0	100.0
BERLIN	171	164	4.1	100.0	100.0	100.0	100.0
BETHANY	69	67	2.9	100.0	100.0	100.0	100.0
BETHEL	224	220	1.8	100.0	99.5	100.0	100.0
BLOOMFIELD	195	189	3.1	98.9	98.9	98.9	99.5
BOLTON	57	53	7.0	96.2	96.2	96.2	96.2
BOZRAH	27	27	0.0	100.0	100.0	100.0	100.0
BRANFORD	224	218	2.7	96.3	98.2	100.0	100.0
BRIDGEPORT	1400	1231	12.1	96.3	95.0	98.3	97.7
BRISTOL	478	478	0.0	99.4	99.2	99.6	99.8
BROOKFIELD	181	177	2.2	100.0	99.4	100.0	99.4
BROOKLYN	67	66	1.5	100.0	100.0	100.0	100.0
CANAAN	8	8	0.0	100.0	100.0	100.0	100.0
CANTERBURY	63	62	1.6	100.0	96.8	100.0	96.8
CANTON	90	88	2.2	100.0	100.0	100.0	100.0
CHAPLIN	32	29	9.4	100.0	100.0	100.0	100.0
CHESHIRE	294	291	1.0	100.0	100.0	100.0	100.0
CHESTER	37	37	0.0	100.0	100.0	100.0	100.0
CLINTON	174	167	4.0	97.6	97.0	98.8	99.4
COLCHESTER	125	118	5.6	99.2	99.2	99.2	99.2
COLEBROOK	8	8	0.0	100.0	100.0	100.0	100.0
COLUMBIA	53	50	5.7	100.0	100.0	98.0	100.0
CORNWALL	5	5	0.0	100.0	100.0	100.0	100.0
COVENTRY	97	93	4.1	100.0	100.0	100.0	100.0
CROMWELL	90	86	4.4	100.0	100.0	100.0	100.0
DANBURY	549	517	5.8	94.8	94.8	94.6	94.8
DARIEN	202	183	9.4	100.0	99.5	100.0	100.0
DEEP RIVER	45	45	0.0	100.0	100.0	97.8	100.0
DERBY	74	74	0.0	98.6	98.6	100.0	98.6
EASTFORD	11	11	0.0	100.0	100.0	100.0	100.0
EAST GRANBY	43	43	0.0	100.0	100.0	100.0	100.0
EAST HADDAM	79	79	0.0	100.0	100.0	100.0	100.0
EAST HAMPTON	101	97	4.0	100.0	100.0	100.0	100.0
EAST HARTFORD	361	338	6.4	100.0	100.0	100.0	100.0
EAST HAVEN	176	154	12.5	99.4	99.4	100.0	99.4
EAST LYME	177	177	0.0	99.4	98.3	99.4	98.3
EASTON	88	82	6.8	100.0	100.0	100.0	100.0
EAST WINDSOR	98	92	6.1	95.7	94.6	96.7	97.8
ELLINGTON	133	119	10.5	100.0	100.0	100.0	100.0
ENFIELD	397	394	0.8	100.0	99.2	100.0	100.0
ESSEX	41	40	2.4	100.0	100.0	100.0	100.0
FAIRFIELD	450	429	4.7	98.6	96.5	97.4	97.0
FARMINGTON	166	156	6.0	100.0	99.4	100.0	100.0
FRANKLIN	19	19	0.0	100.0	100.0	100.0	100.0
GLASTONBURY	333	321	3.6	99.1	99.1	100.0	99.4
GRANBY	112	111	0.9	100.0	100.0	100.0	100.0
GREENWICH	423	414	2.1	100.0	100.0	100.0	100.0
GRISWOLD	120	112	6.7	98.2	97.3	100.0	97.3
GROTON	376	370	1.6	98.6	97.8	98.9	98.4

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1986-1987

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
GUILFORD	239	231	3.3	100.0	100.0	100.0	100.0
HAMDEN	328	328	0.0	99.4	99.4	99.4	99.1
HAMPTON	19	16	15.8	100.0	100.0	100.0	100.0
HARTFORD	1692	1445	14.6	97.3	96.3	99.0	97.4
HARTLAND	24	24	0.0	100.0	95.8	100.0	100.0
HEBRON	78	75	3.8	100.0	97.3	100.0	98.7
KENT	37	33	10.8	97.0	97.0	100.0	100.0
KILLINGLY	197	197	0.0	100.0	97.0	98.0	97.0
LEBANON	86	83	3.5	96.4	98.8	100.0	100.0
LEDYARD	217	209	3.7	99.5	99.5	99.0	99.0
LISBON	45	43	4.4	97.7	97.7	97.7	97.7
LITCHFIELD	89	88	1.1	96.6	96.6	100.0	98.9
MADISON	189	184	2.6	99.5	97.8	99.5	99.5
MANCHESTER	498	476	4.4	99.4	99.4	100.0	100.0
MANSFIELD	110	108	1.8	100.0	100.0	100.0	99.1
MARLBOROUGH	81	80	1.2	100.0	100.0	100.0	100.0
MERIDEN	498	436	12.4	98.9	98.2	100.0	99.1
MIDDLETOWN	301	298	1.0	99.3	100.0	100.0	100.0
MILFORD	449	449	0.0	98.9	98.2	99.1	98.4
MONROE	252	245	2.8	98.0	99.2	99.6	99.2
MONTVILLE	195	191	2.1	99.5	98.4	99.5	99.5
NAUGATUCK	350	326	6.9	97.5	97.2	99.1	98.5
NEW BRITAIN	512	428	16.4	96.3	96.0	99.8	97.9
NEW CANAAN	198	198	0.0	99.5	100.0	100.0	100.0
NEW FAIRFIELD	171	166	2.9	100.0	78.3	100.0	100.0
NEW HARTFORD	64	63	1.6	100.0	98.4	100.0	98.4
NEW HAVEN	1124	1004	10.7	100.0	99.3	100.0	100.0
NEWINGTON	268	265	1.1	100.0	100.0	100.0	100.0
NEW LONDON	243	232	4.5	99.6	98.7	99.6	98.7
NEW MILFORD	337	321	4.7	99.7	99.4	99.7	99.7
NEWTOWN	237	228	3.8	99.1	99.1	99.6	99.1
NORFOLK	13	13	0.0	100.0	100.0	100.0	100.0
NORTH BRANFORD	175	174	0.6	100.0	100.0	100.0	100.0
NORTH CANAAN	38	34	10.5	100.0	100.0	100.0	100.0
NORTH HAVEN	239	218	8.8	100.0	100.0	100.0	100.0
NORTH STONINGTON	68	66	2.9	100.0	100.0	100.0	100.0
NORWALK	666	640	3.9	98.1	97.2	100.0	98.6
NORWICH	361	347	3.9	98.8	98.6	99.7	99.1
OLD SAYBROOK	104	102	1.9	100.0	100.0	100.0	100.0
ORANGE	162	159	1.9	98.1	97.5	98.7	99.4
OXFORD	100	94	6.0	100.0	100.0	100.0	100.0
PLAINFIELD	187	177	5.3	98.3	98.3	100.0	98.3
PLAINVILLE	156	154	1.3	99.4	100.0	100.0	98.7
PLYMOUTH	160	153	4.4	98.7	98.7	98.7	98.7
POMFRET	42	41	2.4	100.0	100.0	97.6	100.0
PORTLAND	97	97	0.0	100.0	100.0	100.0	100.0
PRESTON	38	38	0.0	100.0	100.0	100.0	100.0
PUTNAM	94	92	2.1	98.9	95.7	100.0	100.0
REDDING	93	84	9.7	98.8	100.0	100.0	100.0
RIDGEFIELD	276	274	0.7	98.9	99.3	99.3	99.3
ROCKY HILL	119	115	3.4	99.1	98.3	100.0	99.1
SALEM	47	47	0.0	100.0	100.0	100.0	100.0
SALISBURY	30	24	20.0	100.0	100.0	100.0	100.0

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1986-1987

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
SCOTLAND	15	13	13.3	100.0	92.3	92.3	92.3
SEYMOUR	126	125	0.8	100.0	99.2	100.0	100.0
SHARON	18	17	5.6	100.0	100.0	100.0	100.0
SHELTON	307	291	5.2	99.0	99.0	99.7	100.0
SHERMAN	29	28	3.4	100.0	100.0	100.0	100.0
SIMSBURY	262	259	1.1	100.0	99.2	100.0	99.6
SOMERS	90	87	3.3	98.9	98.9	100.0	100.0
SOUTHINGTON	479	457	4.6	99.6	99.6	99.8	99.6
SOUTH WINDSOR	254	254	0.0	100.0	100.0	100.0	100.0
SPRAGUE	37	33	10.8	100.0	100.0	100.0	100.0
STAFFORD	115	103	10.4	100.0	100.0	100.0	100.0
STAMFORD	774	726	6.2	98.5	97.5	99.6	98.5
STERLING	20	19	5.0	100.0	100.0	100.0	100.0
STONINGTON	169	158	6.5	100.0	100.0	100.0	100.0
STRATFORD	397	370	6.8	100.0	100.0	100.0	100.0
SUFFIELD	137	137	0.0	99.3	100.0	100.0	100.0
THOMASTON	63	63	0.0	100.0	100.0	100.0	100.0
THOMPSON	82	71	13.4	98.6	98.6	98.6	98.6
TOLLAND	160	160	0.0	100.0	100.0	100.0	100.0
TORRINGTON	283	264	6.7	100.0	100.0	100.0	100.0
TRUMBULL	340	340	0.0	99.7	99.7	100.0	99.4
UNION	7	7	0.0	100.0	100.0	100.0	100.0
VERNON	303	295	2.6	100.0	100.0	100.0	100.0
VOLUNTOWN	26	22	15.4	90.9	95.5	100.0	95.5
WALLINGFORD	440	403	8.4	98.8	99.0	99.3	99.3
WATERBURY	956	889	7.0	97.1	97.2	98.9	99.3
WATERFORD	161	155	3.7	100.0	100.0	100.0	100.0
WATERTOWN	201	169	15.9	100.0	100.0	100.0	100.0
WESTBROOK	54	52	3.7	100.0	100.0	100.0	100.0
WEST HARTFORD	548	526	4.0	99.8	99.8	100.0	100.0
WEST HAVEN	417	375	10.1	99.7	99.2	99.5	100.0
WESTON	105	104	1.0	100.0	99.0	100.0	100.0
WESTPORT	222	210	5.4	99.5	96.2	100.0	98.6
WETHERSFIELD	236	221	6.4	100.0	100.0	100.0	100.0
WILLINGTON	74	71	4.1	100.0	97.2	97.2	97.2
WILTON	204	202	1.0	99.5	99.0	100.0	100.0
WINCHESTER	119	111	6.7	95.5	95.5	100.0	97.3
WINDHAM	209	183	12.4	91.3	90.7	95.6	93.4
WINDSOR	263	263	0.0	100.0	98.9	100.0	100.0
WINDSOR LOCKS	113	112	0.9	100.0	100.0	100.0	100.0
WOLCOTT	153	150	2.0	100.0	99.0	100.0	99.0
WOODBRIDGE	97	97	0.0	100.0	100.0	100.0	100.0
WOODSTOCK	60	59	1.7	100.0	100.0	100.0	100.0
REGION VI	60	56	6.7	94.2	94.2	94.2	93.6
REGION X	172	172	0.0	100.0	100.0	100.0	100.0
REGION XII	70	69	1.4	100.0	100.0	100.0	100.0
REGION XIII	113	113	0.0	100.0	100.0	100.0	100.0
REGION XIV	118	108	8.5	100.0	100.0	100.0	100.0
REGION XV	223	208	6.7	100.0	100.0	100.0	100.0
REGION XVI	159	156	1.9	100.0	100.0	100.0	100.0
REGION XVII	135	131	3.0	97.7	97.7	97.7	97.7
REGION XVIII	111	108	2.7	97.2	97.2	97.2	97.2

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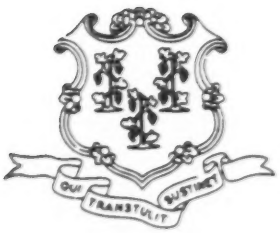

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